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ABSTRACT

The curriculum guide in social studies was developed to serve hearing impaired children at the Kendall Demonstration School elementary/middle school in Washington, D.C. An introductory section provides the curriculum rationale with discussion of the development of conceptual knowledge, of empathy and perspective, and of information gathering and communication skills. The section on how to use the guide provides an overview of the curriculum guide components and suggestions for planning, implementing, and recording student progress. The next section, on scope and sequence, lists the yearly terminal objectives organized according to 15 goal areas: citizenship, economics, cultural diversity, natural environment, history, social development, map skills, charts and graphs, time related skills, cognitive skills, problem solving skills, participatory skills, reading and writing, gathering and organizing information, and values. The next section presents the nine yearly levels of instruction, each including level overviews describing the themes, concepts, and main ideas of each level; student progress checklists listing knowledge, skills and values objectives for that level; and unit themes which serve as resources from which to develop instructional units. Appendixes list the major concepts, provide a glossary, and give sample student progress summary charts. (DB)

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Kendall Demonstration Elementary School

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Kendall Demonstration Elementary School

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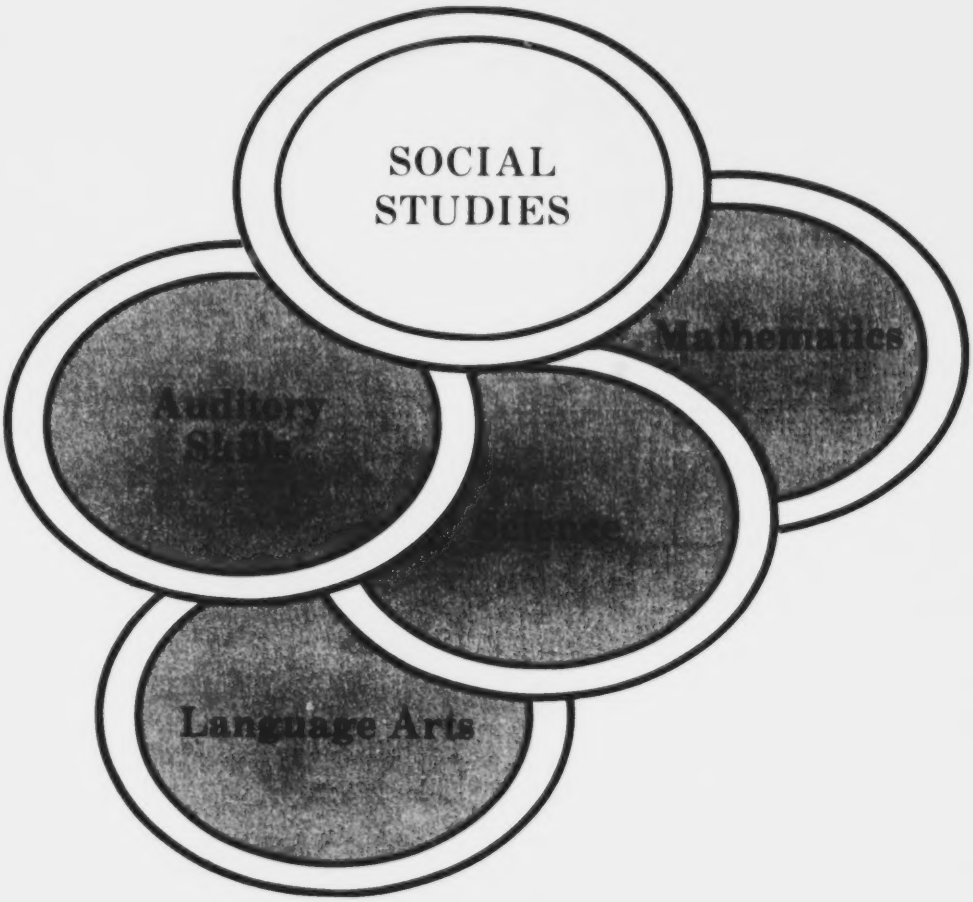

"to give our children roots and wings"

Second Edition

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PREFACE: THE KDES SOCIAL STUDIES GUIDE

During the 1980-81 school year, the Kendall Demonstration Elementary School (KDES) undertook the development of a curriculum guide series, a clear and accurate representation of the school's programs in Language Arts, Mathematics, Social Studies, Science, and Auditory Skills. Curriculum objectives, which had been several years in development, were arranged in a scope and sequence format. Added to each objective were recommended teaching materials, student activities, instructions for teachers, and in some cases, evaluation strategies.

As part of the initial development process, the guides were used in KDES classrooms and evaluated by teachers. That evaluation provided data for revision of the guides, and the first edition was published and offered to other programs in 1982. Since that time, additional evaluation data have been collected from KDES teachers and students.

This second edition of the KDES Social Studies Curriculum Guide incorporates many recommendations that resulted from that ongoing evaluation. The guide has been expanded to include a detailed teaching philosophy. Other information has been added, and new formats are designed to make the guide easier for teachers to use.

In addition to the Curriculum Guides, KDES is now involved in a major effort to design criterion-referenced tests that will evaluate student achievement of curriculum objectives in each of the four core areas. Those items and matching objectives are being pilot tested in KDES classrooms, and will be field tested in other programs serving deaf students. At some point in the future, the criterion-referenced items will be available from Outreach as a supplement to the curriculum guide series.

During the course of this development effort, KDES has simultaneously been implementing a computer-managed education system (CMES), designed to deliver low-cost computer technology to schools and programs serving hearing impaired children. Both CMES hardware and software systems can be purchased at substantial savings through KDES, and can be adapted for any educational environment. For further information about the computer system, Pre-College curriculum products, or opportunities for in-service training, please contact:

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FOREWORD: THE SOCIAL STUDIES CURRICULUM GUIDE

There is no magic formula for an effective social studies program; indeed, successful programs take many forms. However, social studies as preparation for citizenship requires the active and interactive participation of teachers and students. The KDES Social Studies Guide is designed to engage teachers and students in active problem-solving and the pursuit of civic competencies.

This guide is the culmination of years of effort by many people. The rationale and essential practices chapters of the guide were written by Dr. Bette Landish, Acting Director of the Gallaudet Instructional Development and Evaluation Center. Dr. Landish drew upon the work of many theorists and practitioners in the field of social studies education, and upon her own years of experience as a social studies teacher, researcher, and curriculum developer.

Don Mahoney, the KDES social studies curriculum specialist, took major responsibility for developing an appropriate scope and sequence of learning objectives. He also designed many of the unit themes and the teachers' record keeping forms. His extensive experience as a teacher of the hearing impaired, coupled with his personal contact with classroom teachers, enabled him to translate teacher needs and suggestions into concrete and useful support materials. Dr. Linda Thiel conducted an evaluation study of the earlier education of the guide, providing valuable data for the revision effort.

Other Gallaudet and Pre-College faculty members also helped to shape this edition of the Social Studies Guide. Dr. David Martin, Dean of Gallaudet's School of Education and Human Services, reviewed an early draft and offered valuable content and editorial suggestions. Sara Gillespie, Pam Luft, Yetti Sinnreich, and many other KDES teachers worked with Bette Landish and Don Mahoney to insure that the guide contained appropriate and challenging objectives for students and useful, practical support materials for teachers.

Margaret Hallau, Ph.D., Director
Center for Curriculum Development, Training,
and Outreach
Gallaudet Pre-College Programs

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RATIONALE FOR SOCIAL STUDIES EDUCATION

RATIONALE FOR SOCIAL STUDIES EDUCATION

INTRODUCTION

In the language of curricula, goals and objectives state WHAT a student should know or do; a rationale states WHY. A rationale for social studies should answer the questions "Why teach social studies?" and "What is the purpose of social studies education?"

The purpose of social studies education is to help students develop the knowledge, attitudes, and skills necessary for effective participation in many interdependent communities, from neighborhood to nation to world.[1] Communities, large and small, need citizens capable of making informed and humane decisions and of solving problems not yet imagined. Social studies education grows out of this need.

Social studies education has traditionally focused on citizenship as a primary purpose. At one time, social studies educators defined citizenship education as the stern indoctrination of a set of "American" values. Today, educators see effective citizenship as the product of a wide range of knowledge, attitude and skill objectives. Indeed, the complexity of citizenship in a modern world makes social studies a difficult area for teachers. Sometimes it appears as though a lifetime of citizenship education would be insufficient in terms of the ambitious goal of producing knowledgeable and capable citizens.

This guide presents a set of social studies objectives chosen from an enormous pool of possible and justifiable goals. The following criteria and assumptions were used to choose objectives for the KDES Social Studies Program:

1. KDES is an elementary/middle school. As an elementary/middle school program, KDES must provide a solid foundation of social studies knowledge, attitudes, and skills but must also recognize that students will encounter many more years of schooling and experience before they become active, participating citizens.

2. Some objectives are more important than others. Our selection was guided by a belief that <u>learning how to learn</u> is central to effective citizenship. Therefore, the objectives in this Guide stress:

a. The development of conceptual knowledge.

b. The development of empathy and perspective.

c. The development of skills necessary to gather information and to communicate effectively within the community.

3. Experience has shown that identifying and concentrating on a small group of important objectives is more likely to produce effective learning. Therefore, this guide lists a limited number of yearly objectives.

Finally, the selection of objectives was aided by the following definition of an effective citizen: An effective citizen is one who KNOWS, who CARES and who CAN DO. The clarity and simplicity of this three-part approach enables teachers to sort an ambitious range of objectives into three major domains: Knowledge, Attitudes/Values, and Skills.[2]

THE DOMAIN OF KNOWLEDGE

HOW PEOPLE ACHIEVE KNOWLEDGE: THE DEVELOPMENT OF CONCEPTS

To make sense of a complex world, all human beings engage in the process of categorizing. This means that they respond to things in terms of categories, rather than considering everything they encounter as unique. Throughout their lives, people constantly encounter new information in the form of print, conversation, pictures, or observations of the environment. To make sense of all this diverse information, people create mental categories called "concepts," which help them organize information as they receive it. The quality and quantity of concepts children can use depends on the quantity and quality of the information they receive and the amount of time spent in active thinking and problem-solving.[2]

When students receive information, they fit it into their current conceptual schemes or frameworks. Piaget called this processs "assimilation." When the information received exceeds their ability to use a current conceptual scheme, the students are forced to alter or extend the scheme to accommodate the new information. The process of enlarging one's conceptual framework is called "accommodation." A less fancy term for this is "learning."

The goal of instruction is to provide information just beyond the student's current conceptual scheme, so that learning can take place. If the information presented is too far above their current levels, students cannot incorporate that information in their conceptual schemes. This suggests that teachers should "modulate" classroom activities to present information and activities at the appropriate level of difficulty for the student (Joyce, Weil, and Wald, 1972). Teachers should become familiar with the kinds of questions and activities that promote concept development.

Enlarging one's conceptual scheme is an important aspect of cognitive development -- the development of thinking processes. While researchers and educators disagree about the exact sequence of the mental processes that comprise thinking, most of the literature in the field reflects agreement on three basic cognitive levels: the factual level, the conceptual level, and the theoretical level.

1. The Factual Level.

The student observes, identifies, recalls, and rephrases information. This important level provides necessary data for more complex activities. The following questions are typical of the kinds used by teachers when they want to elicit factual information from students.

- What do you see in this picture?
- What did you do after school yesterday?
- What kinds of stores did we see on our trip through the neighborhood?
- What did your textbook say about...?

The factual level is an important basis for instruction. It produces information which the student then uses to construct concepts. Students cannot form concepts without a substantial background of information and experience.

2. The Conceptual Level

The student compares, classifies, and categorizes information to enlarge current concepts or to create new concepts. The conceptual level requires teacher questions and activities that encourage students to form and expand their conceptual framework. The following list includes examples of questions that produce mental processes associated with comparing, classifying, and categorizing:

- How is the house in this picture like your house?
- How do these two books differ?
- How are holidays in Mexico similiar to holidays in America?
- What kinds of people besides parents make rules?
- What do these problems all have in common?

COMPARING/CONTRASTING encourages children to find similarities and differences among people, objects, ideas, and situations. Finding similarities and differences is an essential step in the concept building process. CLASSIFYING (grouping)

ideas, objects, situations, etc., is also essential to cognitive development. In order to group or classify items, students must identify the criteria for their groups. This skill also involves recognizing the like characteristics of already established groups.

The student generalizes from specific known instances to unfamiliar situations. GENERALIZING is another important step in the concept building process. When students generalize, they expand their knowledge to unfamiliar situations through comparing, interpreting, and inferring. The questions below encourage students to describe something on the basis of their own experience or feelings and project their own feelings or ideas into situations that are outside their own immediate experiences.

- What do you think is happening to the man in this picture?
- How does smog affect a window washer's job?
- Are people with a lot of money always happy?
- What does all this tell us about the Mexican people?
- Why do people move to big cities?

Teachers ask conceptual questions all the time, but when those questions are appropriately sequenced in activities that begin with a collection of information (the factual level), then move to comparing, classifying, and generalizing, they provide a powerful stimulus to concept formation.

3. Theoretical Level.

The student creates hypotheses which can be tested. The theoretical level prompts the student to analyze data, build theories, and state hypotheses. Students must go from the facts they have observed and the concepts they have built to establish relationships in which they can predict or hypothesize what would be likely to happen.

When students hypothesize, they make tentative judgements, evaluations, assumptions, or conclusions which can be tested. The following questions encourage students to hypothesize:

- Why do all families need homes?
- Why do groups of people need rules?

- What happens to groups of people who have no rules?

- What do you think would happen if we didn't have any classroom rules?

The student uses criteria for making evaluations. Evaluation requires students to make judgements about the accuracy or inaccuracy of information, the "goodness" or "badness" of certain behaviors, and the desirability or undesirability of selected events and possibilities. It requires them to apply given or selected criteria to their work and arrive at personal yet logical conclusions.

The following questions encourage students to evaluate:

- What are the pros and cons of curfews for teenagers?

- Is this statement fact or opinion?

WHAT SHOULD BE KNOWN:
CORE CONCEPTS FOR THE SOCIAL STUDIES

The KDES Social Studies Program has identified a set of core concepts for emphasis from pre-school through middle school. Core concepts are listed with the Level Overview of Objectives for each year of instruction and are also listed with each unit description. Each concept should be taught in a context appropriate to the student's age and experience level. The context provides the information (factual level) necessary for conceptual development. Core concepts such as "community," "conflict," and "interdependence," spiral through the curriculum; this means that they are taught over and over again, in different and increasingly sophisticated contexts appropriate to the students' age and experience level.

Traditionally, the scope and sequence of a social studies program for the elementary school follows a "widening world" or "expanding horizons" approach. Young children focus on human activities close to their own immediate experience -- families, school, and the immediate community. Older students widen the focus to include larger, interdependent communities and regions, and activities that involve the nation. As students mature into their teen years, the focus widens again to include such issues as the relationships of nations and the interdependence of the world as a community (Barr, Barth, and Shermis 1977; Lengel and Superka, 1983).

The "widening world" approach is based on the assumption that children learn more effectively when they have first-hand experience with the human activity under study. Today's technologies, however coupled with an enormously mobile society, provide many more opportunities for children to experience a world beyond their immediate neighorhood. For this reason, the KDES program has adopted some aspects of the traditional approach, but has expanded the topics for young students to include basic human activities as they are practiced in different cultures.

Young children begin with the study of familiar activities from first-hand experience, and build concepts related to basic human needs. The children then begin to generalize those concepts to communities of people outside the immediate environment. To do this, teachers can rely heavily on the use of media and the opportunities provided by a multicultural student body.

THE DOMAIN OF ATTITUDES AND VALUES

The domain of values is a set of goals designed to produce humane, caring citizens. The teaching of attitudes and values has always been part of social studies programs, but educators have disagreed about exactly what attitudes and values to teach and how to teach them (Leming, 1985). A cognitive developmental approach to attitudes and values can be helpful to both students and teachers in that development itself becomes the goal, rather than the teaching of specific and often debatable attitudes and values. The developmental approach focuses on a student's ability to reason about value issues, rather than prescribing a set of attitudes and values to be taught. Reasoning about social and ethical issues is clearly related to a student's ability to use effective cognitive processes.[3]

While this guide advocates a developmental approach to values education, teachers should continue to teach attitudes and behaviors traditionally found appropriate to the elementary school. Those behaviors would include such things as taking turns, sharing materials, and being polite to peers and elders. Goals for those behaviors are not included in this guide and teaching strategies are not suggested. Clearly, these attitudes and behaviors are not the special responsibility of the social studies program but rather, are shared responsibilities for all adults who interact with students.

Like other developmental approaches, development in the attitudes/values domain proceeds through a series of stages. Development occurs when students are exposed to the reasoning of their teachers and their peers. Research suggests that students are naturally attracted to reasoning that is one developmental stage higher than their current stage. Most classrooms include students who reason at a variety of stages (Fenton, 1978). The teacher's task is to provide opportunities for taking perspective and for discussions of moral issues. Given enough opportunities, students will develop increasingly sophisticated levels of social and moral reasoning. Examples of these types of exercises may be found in the Essential Practices section of this guide.

THE DOMAIN OF SKILLS

Social studies education is concerned with the development of citizens who not only "know" and "care," but who also "can do." The domain of skills focuses on the ability to exercise effective citizenship behavior in the small community of the school and ultimately in larger, more complex communities.

The KDES Social Studies Program emphasizes skills in the following areas: reading, writing, and study skills; participatory skills; problem-solving/decision-making skills; and skills related to the use of time, maps and globes, and charts and graphs.

1. The application of reading and writing skills.

Reading, writing, and communication skills are typically considered the major responsibility of a school's language arts program. This social studies program is not designed to teach reading and writing but rather to provide a rich context for the application of those skills.

2. The development and application of study skills.

Competencies in acquiring and communicating information are essential parts of citizenship in a democracy. From an early age, all citizens need to acquire and use information about their environment. Organizing information means evaluating, organizing, and sensibly using information.

Information-gathering skills often receive a great deal of emphasis in social studies programs. A strong library program should teach and reinforce information-gathering skills. Using two settings - the social studies classroom and the library - will greatly enhance the development of information management skills. Skills should be applied through the development of classroom products - reports, presentations, etc.

3. The development and application of participatory skills.

Most of the citizenship activity of daily life occurs during participation in such groups as the family, school, the work place, and voluntary organizations. Participatory skills involve a range of human relations and self-management skills, all under the general category of "relating to others". As in other skills areas, participatory skills are best taught through modeling behavior and providing "hands on" opportunities for students to practice participating in classroom and school routines, activities, and projects.

4. The development and application of problem-solving and decision-making skills.

Decision-making is a pervasive part of citizenship. Children need decision-making skills when they choose a leader for a playground activity or decide whether or not to follow a classroom rule. Adolescents need decision-making skills when situations force them to choose between loyalty to peers and obeying the community laws. Adults use decision-making skills daily and, of course use them in a "formal" sense when they cast their ballots at the polls.

Decision-making involves a conscious search for alternatives and the assessment of the consequences of each alternative. Values are also an important part of decision-making. The thoughtful decision-maker considers alternatives in light of the values inherent in labeling the consequences of decisions either "pro" or "con." Decision-makers must ask, "What is important?" What do I want?" "What is right and wrong in this situation?"

5. The interpretation and production of maps, globes, charts, and graphs.

Interpreting maps, globes, and other symbolic representations of reality is sometimes considered an information-gathering skill. The rationale for acquiring map skills is the same as the rationale for skills related to acquiring other types of information - citizens need to acquire and use information about their world. Maps, globes, charts, and graphs present information in special ways. The production of maps, like the production of written and through-the-air reports, is an important skill area in which students organize and communicate information. It is also an excellent way to assess student learning.

6. The development of time related skills.

Understanding and using time-related tools such as clocks, calendars, schedules, and time lines represents a set of skills essential to daily existence and to the development of chronological concepts. Students must understand the sequential nature of time and events as applied to daily activities, the study of history, and projections for the future.

SUMMARY

This rationale section was written in an attempt to define and illustrate three important aspects of social studies education: knowledge, attitudes and values, and skills. The KDES program is based on a cognitive developmental approach in all three areas. Knowledge is achieved through the acquisition of core concepts from the social sciences. Values are developed through activities that emphasize perspective-taking. Skills are developed through practice and the production of materials that reflect children's ability levels in a variety of skill areas.

For additional information on all three areas of the social studies, teachers are encouraged to read carefully the Essential Practices section of this ghide. Additional information on these core concepts is provided in the Concept Attributes (Appendix A). For information on the appropriate scope and sequence of social studies objectives, consult the Scope and Sequence pages, or better still, the Level Overviews and Unit Themes section.

NOTES

1. There are numerous justifications for the teaching of social studies; theorists have identified a wide range of purposes served by social studies education. Of the many purposes proposed in the literature, KDES has chosen the development of citizenship competencies as a focus for this social studies program. For a discussion of citizenship education and other possible purposes for the social studies, see Barr, Barth, and Shermis (1977); Morrissett and Haas (1982); and Stanley (1985).

2. For excellent descriptions of concept learning in the social studies see Cornbleth (1985); Joyce (1972); and Martorella (1976).

3. For a discussion of developmental theory and its relation to values education see Kohlberg (1978); Kohlberg and Mayer (1972).

HOW TO USE THE SOCIAL STUDIES GUIDE

HOW TO USE THE SOCIAL STUDIES GUIDE

A. OVERVIEW/COMPONENTS OF THE GUIDE

PHILOSOPHY/RATIONALE	o Explanation of the theoretical foundations upon which the KDES Social Studies Program is based.
HOW TO USE THE GUIDE	o Overview of components of the Social Studies Curriculum Guide o Suggestions on how to use the guide for planning and implementing instruction and recording student progress.
ESSENTIAL PRACTICES	o Instructional practices, techniques and strategies that promote success in the classroom.
SCOPE AND SEQUENCE	o Lists of Yearly Terminal Objectives organized according to 15 goal areas: Citizenship, Economics, Cultural Diversity, Natural Environment, History, Social Development, Map Skills, Charts and Graphs, Time Related Skills, Cognitive Skills, Problem Solving Skills, Participatory Skills, Reading and Writing, Gathering and Organizing Information, Values.
LEVELS OF INSTRUCTION	o Nine Yearly Levels of Instruction, each including:
- Level Overviews	o Level Overviews briefly describing the themes, concepts, and main ideas of each level.

LEVELS OF INSTRUCTION
(con't)

- Student Progress Checklists
  - o Student Progress Checklists listing knowledge, skills, and values objectives relevant to that level, on which student progress may be recorded.
- Unit Themes
  - o Four to six Unit Themes serving as resources from which to develop units of instruction. For each yearly terminal objective, the unit themes suggest related skills and values objectives to be emphasized, main ideas, and concepts.
  - Unit Objectives (enabling objectives)
  - Resources

APPENDICES

- Concept Attributes
  - o Lists major concepts; identifies concept attributes (key characteristics of each concept); gives examples and non-examples for each concept.
- Glossary
  - o Definitions of KDES Social Studies Curriculum Guide terminology.
- Student Progress Summary Charts
  - Knowledge Objectives
  - Skills and Values Objectives
  - o Two charts, one for knowledge objectives and one for skills and values objectives, permit the teacher to record student progress and current levels of functioning for all knowledge, skills and values yearly terminal objectives.

B. How to Use the Guide for Program Planning and Instruction.

The following information is provided to assist teachers in using this curriculum guide to plan and implement instruction and to monitor student progress in Social Studies. Explanations of key terminology are included as well.

1. Understanding the Guide

The first step to understanding the purpose and nature of this guide is taken by reading the Philosophy/ Rationale and Essential Practices sections. The Rationale explains the theoretical foundations upon which the program is based. The Essential Practices component describes classroom strategies and techniques that may be employed to promote learning in a manner consistent with those theories.

2. The Scope and Sequence of Objectives

Readers may become familiar with the range of instructional objectives presented in this guide by referring to the Scope and Sequence components. The objectives in this guide fall within the instructional domains of knowledge, skills, and values. The objectives are arranged in sequence, Level 1 through Level 9 and are listed according to various Goal Areas within domains.

Goal areas are the main categories or disciplines to which the objectives belong.

The goal areas in the knowledge domain are:

- o Citizenship (CIT)
- o Economics (ECO)
- o Cultural Diversity (CUL)
- o Natural Environment (NAT)
- o History (HIS)
- o Social Development (SOC)

The goal areas in the skills domain are:

- o Map Skills (MAP)
- o Charts and Graphs (C&G)
- o Time Related Skills (TIM)
- o Cognitive Skills (COG)
- o Reading/Writing Skills (R&W)
- o Problem Solving/Decision Making Skills (PRB)
- o Participatory Skills (PAR)
- o Gathering and Organizing Information (INF)

The goal area in the values domain is simply referred to as: o Values (VAL).

The objectives listed in these goal areas are called Yearly Terminal Objectives. This term refers to the fact that they represent the general objectives expected to be completed within the course of a year.

It is important to note that each knowledge objective appears only once, at one given level or another, 1 through 9. However, skills and values objectives may be prescribed at a number of levels. This is because students should have opportunities to develop and apply skills to a variety of subject matter and at increasing levels of difficulty and sophistication. The levels at which the knowledge, skills, and values objectives are prescribed may be found in parentheses following each objective in the Scope and Sequence section of the guide.

3. Levels of Instruction

The objectives in the social studies guide are divided into nine instructional levels. Each level is designed to reflect one year of instruction. Each consists of a Level Overview, a Student Progress Checklist, and a set of Unit Themes.

These elements help teachers acccomplish three major purposes:

1. Understand what is to be achieved.
2. Record student progress on the objectives.
3. Plan units of instruction through which the objectives may be achieved.

- The Level Overview consists of several paragraphs describing the themes, main ideas, and concepts significant to a given instructional level.
- The Student Progress Checklist consists of the knowledge, skills and values objectives prescribed for that level. A marking key makes it easy to indicate student progress on those objectives.
- Unit Themes are resources for the teachers to use when planning and developing units of instruction. Based on the yearly terminal objectives in the knowledge domain, the unit themes suggest related
  - Skills and Values Objectives
  - Main Ideas

- o Concepts
- o Unit Objectives
- o Resources (textbook references, books, media, etc.)

In most instances, a unit theme supports a single knowledge objective, but in some cases two or more knowledge objectives may be combined.

These unit themes are intended to be teacher resources. They represent one way to organize the knowledge objectives for the purpose of developing units of instruction. The teacher may see additional patterns and themes by which these objectives may be organized.

Regardless of the ways in which units might be designed, the most important point to remember is that each level of instruction prescribes a set of knowledge, skills, and values objectives. These objectives should serve as the basis of instruction.

Levels 1, 2, and 3 are designed for use in the primary years. Level 1 is approximately equivalent to a K/grade one level of difficulty. Levels 4, 5, and 6 are designed for the intermediate years, while levels 7,8, and 9 are suggested for the middle-school level of instruction.

4. How to Plan Instruction

Suggested steps in utilizing the Social Studies Curriculum Guide include:

a) Familiarize yourself with the levels of instruction most appropriate for your students by reading the narrative overviews and the student progress checklists. These will provide an idea of the range of material to be covered at a given level and the specific objectives to be achieved in a given year. Further clarification is provided by the Unit Themes that support each level.

b) Select the level or levels most appropriate for your students. You will notice that some objectives are preceded by asterisks. These are called Core Objectives.

   Core Objectives are the yearly terminal objectives most important within a given level of instruction, with highest priority to be taught during a given year. The core objectives represent the essential

learning prescribed throughout the Social Studies Program.

Core objectives are preceded by asterisks in the Scope and Sequence, on the Yearly Student Progress Checklists, and on the Student Progress Summary Chart.

NOTE: Once levels of instruction are established as the basis of the social studies program, the teacher should be able to refer to Individualized Education Programs (IEPs), specifying levels of instruction and yearly objectives for individual students.

c) Establish a social studies file for each student in your class. Make copies of the student progress checklist for the selected level of instruction for each student. On the checklist, indicate the objectives that the student should achieve during the year by checking or circling the objective number. Record student progress on those objectives as the year progresses, and place in the student's permanent file at the end of the school year.

d) After selecting objectives for instruction over the course of a school year, arrange them in a tentative sequence according to your criteria. In some levels the yearly terminal objectives and subsequent unit themes already follow a sequence. At level 5, American History Part 1, for example, the unit themes are sequenced chronologically. Other levels offer wider latitude for sequence of instruction.

Taking this step in the beginning of the school year should provide the teacher with a good perspective on how that year's instruction will proceed. The sequence of instruction during the school year may be influenced by the available resources or textbooks, the school calendar, or a teacher's personal insight on how objectives can follow or lead into other objectives.

e) Having established a sequence, use the appropriate unit theme as a resource to develop your first unit of instruction.

Unit themes offer many resources to the teacher, but evaluation strategies and instruments are not included in this edition of the guide. Teacher-made tests to evaluate the yearly terminal objectives by techniques appropriate for your students are encouraged at this time.

It is important to utilize objectives from each of the knowledge, skills, and values domains when designing instructional units.

5. Recording Student Progress

a) Using the Student Progress Checklist

Following instruction and evaluation, record student progress for a given objective on the student progress checklist. Progress on the knowledge objectives may be recorded in the box preceeding the objective statement according to the marking key at the top of the page. Note however that each skills and values objective is followed by a series of five circles (O O O O O). As mentioned in a previous section, the skills and values objectives should be continuously developed and applied throughout the year. These circles offer the teacher an opportunity to mark student progress on these objectives following each unit of instruction. Add more as needed. The box preceding the objective statement would then be marked at the end of the year, based on a summary of the student's unit-by-unit performance.

b) Using the Student Progress Summary Charts

Each student's permanent file should include a student progress summary chart for social studies. These charts indicate a student's progress, level by level, for each objective in the guide. The charts should be marked at the end of the school year, or prior to the development of a future I.E.P. At a glance, these charts demonstrate the student's status over the scope of the entire social studies program.

The marking key for both the student progress checklist and the student progress summary chart indicates three main distinctions. They are:

☐ Not Taught

☐ Partially Learned

☐ Learned

If an objective was not taught during a given year, simply do not mark anything in the box representing that objective. (☐)

If the objective has been taught, but student performance as judged by teacher evaluation was not satisfactory, mark the box with a diagonal line to indicate that it was only partially learned. (☐)

If the objective was taught and student performance indicated that the objective was learned, fill in the box completely. (☐)

SCOPE AND SEQUENCE OF OBJECTIVES

This Scope and Sequence section of the guide lists all of the yearly terminal objectives under 15 goal areas, within the domains of knowledge, skills, and values.

Within a single goal area, such as Citizenship or Participatory Skills, the objectives are sequenced according to the levels of instruction for which they are prescribed. Those levels are indicated within parentheses following each objective.

All the objectives listed within the goal areas of the knowledge domain are prescribed for a single level, or yearly increment of instruction (i.e., L.1 or L.7). However, the objectives listed within the skills and values domains indicate a range of levels over which the objectives should be applied and developed (i.e., L.2,3 or L.4-9).

Some objectives are preceded by asterisks, indicating that they are core objectives. These are the most important objectives within the levels of instruction and should be given priority when planning instruction.

SOCIAL STUDIES SCOPE AND SEQUENCE BY GOAL AREAS

KNOWLEDGE

GOAL AREA: CITIZENSHIP		YEARLY TERMINAL OBJECTIVES
*CIT	01	Identify and give reasons for rules at home, at school, and in the community. (L.1)
CIT	02	Identify appropriate behavior and responsibilities of leaders and followers. (L.2)
*CIT	03	Identify health and safety, protection of property, the need to keep order, and fairness as reasons why groups of people need rules. (L.2)
*CIT	04	Identify various procedures for decision-making in a group or community, such as: voting/majority rule, representative decision making, and dictatorship. (L.3)
*CIT	05	Identify the public services provided by a metropolitan government. (L.3)
CIT	06	Differentiate the purposes, structures, and functions of federal, state, and local forms of government in America. (L.4)
*CIT	07	Identify the origins, structure, and functions of American Federal government. (L.5)
*CIT	08	Identify the rights and responsibilities of U.S. citizens. (L.6)
*CIT	09	Demonstrate understanding that in the American system of government, laws should protect and be applied equally to all citizens. (L.6)
*CIT	10	Demonstrate understanding that governments use various forms of decision-making by contrasting at least two different decision-making systems. (L.7)
*CIT	11	Compare and contrast various forms of government in terms of the roles of leaders, the extent of participatory decision-making, and the rights of citizens. (L.9)

SCOPE AND SEQUENCE

KNOWLEDGE

GOAL AREA: CULTURAL DIVERSITY — YEARLY TERMINAL OBJECTIVES

*CUL 01	Identify basic needs common to all people. (L.1)
*CUL 02	Identify how basic needs are satisfied in the American culture and in one other culture. (L.3)
CUL 03	Identify communication methods used by different groups. (L.3)
CUL 04	Demonstrate understanding that different groups use different languages. (L.3)
CUL 05	Compare cultural attributes of various Native American peoples. (L.5)
*CUL 06	Demonstrate understanding that American culture is made up of diverse cultural groups. (L.5 and L.6)
*CUL 07	Identify major cultural universals and institutions and describe how different cultures solve universal problems. (L.7)
CUL 08	Describe ways in which the family, school, and media transmit culture from one generation to another. (L.7)
CUL 09	Identify invention and contact with others as two ways by which cultures change. (L.7)

SCOPE AND SEQUENCE

KNOWLEDGE

GOAL AREA: ECONOMICS — YEARLY TERMINAL OBJECTIVES

*ECO 01	Differentiate between goods and services. (L.1)
ECO 02	Identify workers who produce goods or provide services. (L.1)
*ECO 03	Describe wants and needs of people in a community and ways in which wants and needs are satisfied. (L.2)
ECO 04	Identify ways in which transportation and communication serve the needs of people in a community. (L.2)
*ECO 05	Identify characteristics, functions, and interdependencies of different kinds of neighborhoods within a community. (L.2)
*ECO 06	Compare the attributes of urban, rural, and surburban communities. (L.3)
*ECO 07	Demonstrate understanding of the concept of interdependence by citing examples of how various communities are interrelated. (L.3)
ECO 08	Describe occupations by which people earn a living in modern communities. (L.3)
*ECO 09	Demonstrate understanding that limited resources require individuals and communities to make economic choices. (L.3)
*ECO 10	Identify ways in which transportation and communication maintain economic interdependencies among American communities and regions. (L.4)
*ECO 11	Demonstrate understanding that economic interdependencies extend beyond national borders by citing examples of international interdependencies. (L.7)
*ECO 12	Identify the rights and responsibilities of a consumer in a market economy. (L.8)

GOAL AREA: ECONOMICS (con't)

*ECO	13	Describe the attitudes, skills, and training necessary for various occupations in our society. (L.8)
ECO	14	Describe the effects of technology on careers and employment possibilities. (L.8)
*ECO	15	Demonstrate ability to locate information about jobs and to apply for a job. (L.8)

SCOPE AND SEQUENCE

KNOWLEDGE

GOAL AREA: NATURAL ENVIRONMENT — YEARLY TERMINAL OBJECTIVES

*NAT	01	Distinguish between natural and man-made (cultural) environments. (L.2)
NAT	02	Describe an individual's responsibility to maintain a clean environment at home, school, and in the community. (L. 2)
NAT	03	Demonstrate understanding of how the natural environment influences life in communities and the establishment of new communities. (L.3)
*NAT	04	Identify the following characteristics of U.S. regions: (L.4) - Geographic (climate, landforms, resources, etc.). - Economic (land use, production, etc.). - Political (the state, as a distinct political region, groups of states). - Cultural (regions of shared cultural identity, language, religion).
*NAT	05	Demonstrate understanding of the concept of regions by differentiating examples from non-examples. (L.4)
*NAT	06	Describe human dependence on the natural environment. (L.4)
NAT	07	Demonstrate understanding that natural resources are limited and do not satisfy all people's wants and needs. (L.4)
NAT	08	Describe the effects of different types of pollution on people and the environment. (L.4)
NAT	09	Identify the effects of technology on the natural environment. (L.6)
*NAT	10	Identify the following characteristics of regions of the world: (L.7)

GOAL AREA: NATURAL ENVIRONMENT (con't)

- Geographic (climate, landforms, resources, etc.).
- Economic (land use, production, etc.).
- Political (the nation as a political region, groups of nations).
- Cultural (regions of shared cultural identity, languages, religion, etc.).

SCOPE AND SEQUENCE

KNOWLEDGE

GOAL AREA: HISTORY — YEARLY TERMINAL OBJECTIVES

HIS 01 Identify causes for daily and special events (holidays, birthdays, etc.) in school and in the community. (L.1)

HIS 02 Demonstrate understanding of the concept of exploration in terms of early explorers of North America and modern explorers. (L.5)

HIS 03 Identify attributes of the concepts of conflict and cooperation within the context of Native American peoples and North American settlers. (L.5)

*HIS 04 Identify attributes of the concept of conflict as found in the American Revolution and the Civil War. (L.5)

*HIS 05 Describe the institution of slavery in terms of origins, conditions under which slaves lived and worked, and the abolition movement. (L.5)

HIS 06 Identify causes and effects of 19th-century western expansion. (L.5)

HIS 07 Identify causes and effects of 19th-century industrialization. (L.5)

HIS 08 Identify causes and effects of 19th and 20th-century immigration and migration. (L.5)

HIS 09 Demonstrate understanding that historical events proceed from multiple causes. (L.6)

*HIS 10 Describe attributes of the concept of conflict in the 20th-century at the national and international level. (L.6)

*HIS 11 Describe 20th-century equal rights movements. (L.6)

*HIS 12 Demonstrate understanding that modern problems and issues at local, national, and international levels have complex causes. (L.9)

SCOPE AND SEQUENCE

KNOWLEDGE

GOAL AREA: SOCIAL DEVELOPMENT — YEARLY TERMINAL OBJECTIVES

*SOC 01 Identify personal characteristics in terms of physical appearance, likes, and dislikes. (L.1)

*SOC 02 Identify personal responsibilities at home and school. (L.1)

*SOC 03 Demonstrate understanding of the concept of groups by differentiating examples from non-examples. (L.2)

*SOC 04 Differentiate between cooperative and uncooperative behavior in a variety of situations. (L.3)

SOC 05 Describe ways in which individuals and families change and grow as a result of maturation, divorce, re-marriage, birth, death, and adoption. (L.6)

*SOC 06 Identify long-range goals regarding education and careers and describe the steps necessary to achieve these goals. (L.8)

*SOC 07 Identify the norms associated with the roles an adult assumes in society, including friend, family member, worker, and citizen. (L.9)

SOC 08 Describe ways in which current issues and events affect our lives as individuals and as members of various groups. (L.9)

SCOPE AND SEQUENCE

SKILLS OBJECTIVES

GOAL AREA: MAP SKILLS - Interpret and use information on maps and globes.

LOCATION: Identify and locate specific places and features on maps and globes.

MAP 01 Identify and locate objects, areas, and routes on basic maps of class and school environments. (L.1,2)

MAP 02 Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes. (L.2-9)

MAP 03 Use number and letter coordinates (grids) to identify and locate places on illustrations and maps. (L.2-4)

MAP 04 Use longitude and latitude to identify and locate places on maps and globes. (L.4-9)

DIRECTION: Demonstrate understanding and use of terms of relative direction and location.

MAP 05 Demonstrate understanding of terms of direction and location as applied to the immediate environment (i.e. prepositions, left-right, etc.). (L.1-4)

MAP 06 Identify the four cardinal and four intermediate directions on a blank compass rose. (L.2,3)

MAP 07 Demonstrate understanding of cardinal and intermediate directions as used to describe the relationship between two points on maps and globes. (L.2,3)

MAP 08 Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes. (L.3-9)

SKILLS OBJECTIVES

GOAL AREA: MAP SKILLS (continued)

SYMBOLIZATION: Interpret symbolic information on maps and globes.

MAP 09 Demonstrate understanding of pictorial symbols of objects or areas on maps of classroom and school environments. (L.1,2)

MAP 10 Demonstrate use of map keys (legends) to interpret pictorial and abstract symbols and colors representing natural and cultural information on maps and globes. (L.2-4)

MAP 11 Interpret information given on special-purpose maps and globes (i.e. climate, landforms, population, land use, etc.). (L.3-9)

MAP 12 Demonstrate understanding of the relationship between latitude and the earth's climate. (L.4)

MAP 13 Identify examples of different types of land and water forms (i.e. continents, islands, oceans, lakes, rivers, etc.) on maps and globes. (L.4,5,6)

MAP 14 Demonstrate understanding of the relationship between longitude and the earth's time zones. (L.6)

SCALE: Use scale to compute distance on maps and globes.

MAP 15 Use standard and non-standard units of measurement to indicate scale on maps of familiar environments. (L.2,3)

MAP 16 Determine distance between two points on maps and globes using scale. (L.3-9)

MAP 17 Make scale maps and models. (L.4-9)

SKILLS OBJECTIVES

GOAL AREA: CHARTS AND GRAPHS - Interpret and organize information in graphic and tabular forms.

C&G 01 Interpret and organize information on pictographs and bar graphs. (L.1-9)

C&G 02 Interpret and organize information on charts or tables. (L.1-9)

C&G 03 Interpret and organize information on circle graphs. (L.4-9)

C&G 04 Interpret and organize information on line graphs. (L.5-9)

GOAL AREA: TIME-RELATED SKILLS - Demonstrate understanding of chronological relationships.

TIM 01 Demonstrate understanding of terms for units of time (i.e. hours, days, years, etc.), relative positions of time (i.e. yesterday, next week, etc.), and temporal relationships (now/later, before/after, etc.). (L.1-6)

TIM 02 Demonstrate ability to sequence events, facts, and ideas. (L.1-9)

TIM 03 Demonstrate ability to sequence units of time. (L.3-9)

TIM 04 Interpret and organize information on timelines. (L.3-9)

SKILLS OBJECTIVES

GOAL AREA: COGNITION - Develop and apply cognitive skills that form and expand social studies concepts.

COG 01 Observe, identify, recall, and rephrase information. (L.1-9)

COG 02 Compare, classify, and categorize information. (L.1-9)

COG 03 Generalize from specific known instances to unfamiliar situations. (L.2-9)

COG 04 Create hypotheses. (L.3-9)

COG 05 Use criteria for making evaluations. (L.3-9)

GOAL AREA: PROBLEM SOLVING AND DECISION MAKING SKILLS - Develop and apply problem solving and decision-making skills.

PRB 01 Recognize the need for decisions or solutions to problems. (L.2-9)

PRB 02 Generate alternative solutions or courses of actions. (L.2-9)

PRB 03 Recognize the consequences of alternative solutions or courses of action. (L.2-9)

PRB 04 Adopt a solution or act on a decision. (L.2-9)

PRB 05 Evaluate the effectiveness of the action or decision. (L.2-9)

GOAL AREA: PARTICIPATORY SKILLS - Develop and apply cooperative behaviors.

PAR 01 Work in small and large groups to complete a task. (L.1-9)

PAR 02 Take the roles of leader and follower. (L.1-9)

PAR 03 Participate in rule making and enforcing. (L.2-9)

PAR 04 Negotiate to resolve conflicts. (L.2-9)

SKILLS OBJECTIVES

GOAL AREA: READING AND WRITING SKILLS - Apply reading and writing skills to social studies material.

R&W 01 Note and follow written directions. (L.2-9)

R&W 02 Use information from textual aids to improve comprehension. (L.2-9)

R&W 03 Observe and discuss such relationships as cause-effect, class, general-specific, place, sequence, and time. (L.2-9)

R&W 04 Write to record information for personal use and for practical functional purposes. (L.2-9)

R&W 05 Write to inform others, to give a detailed account of an event or experience. (L.3-9)

R&W 06 Summarize reading passages into statements that express the main idea. (L.3-9)

R&W 07 Identify supporting ideas. (L.4-9)

R&W 08 Write to persuade or influence a reader's thoughts or actions. (L.4-9)

R&W 09 Write information in an objective expository manner, analyzing the subject matter and explaining it or presenting it in detail. (L.5-9)

SKILLS

GOAL AREA: GATHERING AND ORGANIZING INFORMATION - Gather, organize, and present social studies information.

INF 01 Identify a purpose for information gathering. (L.2-4)

INF 02 Formulate questions appropriate for obtaining information from various sources. (L.2-4)

INF 03 Identify sources of information appropriate to the task, such as: resource people, books, reference works, maps, magazines, newspapers, TV, interviews, surveys, experiments, systematic observations, personal experience, artistic representations. (L.2-9)

INF 04 Distinquish between relevant and irrelevent sources. (L.2-9)

INF 05 Record observations and information obtained from sources. (L.2-9)

INF 06 Locate information by applying search and reference skills to: a card catalog, computerized information, retrieval systems, the Reader's Guide, other special library indexes, public library, telephone/TDD information services, dictionaries, encyclopedias, almanacs, atlases, periodicals, news sources, telephone books, government publications, textbooks, newspapers, TV, magazines, filmstrips, and videotapes. (L.3-9)

INF 07 Use more than one source to gain information. (L.3-9)

INF 08 Arrange information into usable forms (sequence events in order, classify information according to criteria, summarize and outline). (L.3-9)

INF 09 Present information (written reports, research papers, class presentations). (L.3-9)

VALUES OBJECTIVES

GOAL AREA: VALUES

VAL 01 Describe the thoughts and feelings of others. (L.1-9)

VAL 02 Recognize the existence of alternative perspectives. (L.2-9)

VAL 03 Project self into alternative perspectives. (L.3-9)

VAL 04 Consider and act in response to the interest and welfare of others. (L.3-9)

VAL 05 Accept diversity as natural and inevitable. (L.4-9)

LEVELS OF INSTRUCTION

LEVELS OF INSTRUCTION

This section of the guide organizes the objectives into nine yearly increments or levels of instruction, and provides record keeping and unit planning resources.

Each level may represent one year of instruction, with Level One approximately equivalent to a K/Grade One level of difficulty.

Each level consists of three parts:

- Level Overview
- Student Progress Checklist
- Unit Themes

The Level Overview explains the themes, concepts, and main ideas to be taught.

The Student Progress Checklist lists those objectives prescribed for the year and enables a teacher to record individual student progress for each objective. (See the "How to Use the Guide" section for directions on using the marking system.)

The Unit Themes serve as resources from which to develop units of instruction. Each Unit Theme consists of knowledge objectives, related skills and values objectives, main ideas, concepts, unit objectives, and resources.

In this section of the guide, each level may be found as follows:

Level	Title	Page
1.	The Individual's Role in Family, School, and Community	45
2.	Meeting Basic Needs in Communities	63
3.	Metropolitan Communities: Dependence and Interdependence	83
4.	Regions of the US: Life in Varied Environments	109
5.	Understanding America, Part I	135
6.	Understanding America, Part II	159
7.	World Regions, World Cultures	177
8.	Producers and Consumers in a Market Economy	199
9.	Citizenship in the Modern World	219

LEVEL 1: OVERVIEW

THE INDIVIDUAL'S ROLE IN FAMILY, SCHOOL, AND COMMUNITY

At Level 1, students investigate the basic needs of all individuals (food, shelter, clothing, care) and how these needs are met within the social organization and activities of family and school groups. Basic needs are satisfied through the exchange of goods and services in a setting called the community (houses, schools, stores, hospitals, etc.). Community workers produce goods and provide services.

All groups need sets of rules to help protect everyone's safety, and to promote the order necessary to accomplish group goals. At Level 1, students begin the ongoing process of citizenship education as they identify and give reasons for rules at home, school, and in the community.

Self-awareness and acceptance of others is developed by comparing similarities and differences of personal and physical characteristics, likes, and dislikes among members of school and family groups.

Students should become more aware of their roles as family members and students by identifying personal responsibilities at home and school.

To develop a beginning sense of cultural tradition and chronological skills related to the calendar, students should explore how and why people celebrate special events such as holidays and birthdays at home and school.

At Level 1 students should develop and apply skills from the beginning levels of a wide range of social studies skills goal areas, including use of maps and pictographs or bar graphs.

UNIT THEMES		OBJECTIVES
1.A.	"Myself and Others - Alike And Different"	*SOC 01
1.B.	"Celebrating Special Days"	HIS 01
1.C.	"Rules at Home, School, And in The Community"	*CIT 01
1.D.	"Needs of All People"	*CUL 01, *SOC 02
1.E.	"Community Workers Supply Goods and Services"	*ECO 01, ECO 02

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

Level 1	"The Individual's Role in Family, School, and Community"	KEY	Not Taught Partially Learned Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

* CIT 01 ☐ Identify and give reasons for rules at home, school, and in the community.

* ECO 01 ☐ Differentiate between goods and services.

ECO 02 ☐ Identify workers who produce goods or provide services.

* CUL 01 ☐ Identify basic needs common to all people.

HIS 01 ☐ Identify causes for daily and special events (holidays, birthdays, etc.) in school and in the community.

* SOC 01 ☐ Identify personal characteristics in terms of physical appearance and likes and dislikes.

* SOC 02 ☐ Identify personal responsibilities at home and school.

SKILLS OBJECTIVES

MAP 01 ☐ Identify and locate objects, areas, and routes on basic maps of class and school environments. 0 0 0 0 0

MAP 02 ☐ Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes. 0 0 0 0 0

MAP 05 ☐ Demonstrate understanding of terms of direction and location (prepositions, left-right, etc.) as applied to the immediate environment. 0 0 0 0 0

MAP 09 ☐ Demonstrate understanding of pictorial symbols of objects or areas on maps of classroom and school environments. 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts and tables. 0 0 0 0 0

TIM 01 ☐ Demonstrate understanding of terms for units of time (hours, days, years, etc.), relative postions of time (yesterday, next week, etc.) and temporal relationships (now/later, before/after, etc) 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

Level 1 - Skills/Objectives (continued)

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the roles of leader and follower. 0 0 0 0 0

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

UNIT THEME 1.A: MYSELF AND OTHERS - ALIKE AND DIFFERENT

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*SOC 01 Identify personal characteristics in terms of physical appearance and likes and dislikes.

Skill Objectives to be Emphasized

C&G 01 Interpret and organize information on pictographs and bar graphs.

TIM 02 Demonstrate abiity to sequence events.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

Values Objectives

VAL 01 Describe the thoughts and feelings of others.

MAIN IDEAS

People are alike in many ways.

All people are special and different in their own way.

CONCEPTS

Self
Personal Characteristics
Personal Preferences
Similarities
Differences
Change
Feelings (emotions)

UNIT OBJECTIVES

Identify ways in which all people are alike (physical makeup, needs, etc.).

Identify characteristics and abilities that differentiate people from other living things and from non-living things.

Identify personal characteristics (name, sex, age, color of skin/eyes/hair, size, height/weight, birthday, etc.)

UNIT OBJECTIVES (continued)

Compare personal characteristics of self and other students. (Tell how classmates are alike or different.)

Classify and chart similarities and differences between self and others.

Classify self, family members, teachers, and friends as deaf, hard of hearing, or hearing.

Identify personal likes and dislikes (foods, colors, events, toys, activities, games, classes, etc.).

Compare and contrast personal likes and dislikes with those of others.

Identify and demonstrate basic emotions.

Identify situations or events that cause people to feel certain emotions.

Distinguish between appropriate and inappropriate expression of emotion in structured or role-played situations.

Describe the thoughts and feelings of others.

Predict how a person will feel or act in response to a given situation or set of circumstances.

Demonstrate appropriate ways to express basic emotions.

RESOURCES

Textbooks:	Scott Foresman:	People Around Us (Level K) Unit 1 Families and Friends (Level 1), Units 1,2,6
	Laidlaw:	Living with People (Level K) Unit 1

UNIT THEME 1.B: CELEBRATING SPECIAL DAYS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

HIS 01 Identify causes for daily and special events (holidays, birthdays, etc.) in school and in the community.

Skill Objectives to be Emphasized

TIM 01 Demonstrate understanding of terms for units of time (hours, days, years, etc.) relative positions of time (yesterday, next week, etc.) and temporal relationships (now/later, before/after, etc.).

TIM 02 Demonstrate ability to sequence events.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

MAIN IDEAS

The calendar helps people keep track of time in days, weeks, months, and years.

The calendar marks special days for celebration.

Holidays honor important people and events.

People often celebrate holidays by following certain customs or traditions.

All people do not celebrate the same holidays.

CONCEPTS

Holidays
Chronology (calendar)
Dates
Celebration
Sequence of Days
Custom/Tradition

1.B (con't)

UNIT OBJECTIVES

Locate dates and days of the week on a calendar.

Read in order the dates of the month and days of the week on given months of the calendar.

Identify own birthday on calendar.

Describe how people celebrate birthdays.

Use terms of relative position in time (yesterday/today/tomorrow) to describe when daily or special events occur.

Locate holidays on a calendar.

Describe reasons for celebrating holidays.

Match symbols to the holidays with which they are associated.

Compare holiday and birthday celebrations in America with customs of different countries.

Use temporal terms (now/later, before/after, etc.) to describe when daily events will occur.

Describe reasons for special events in school (Deaf Awareness, Black History, etc.).

Demonstrate awareness that all people do not celebrate the same holidays.

RESOURCES

Textbooks:	Scott Foresman:	Families and Friends (Level 1) Unit 6 Lesson 3
	Laidlaw:	Living With People (Level K)
		Holidays Unit pp.67-80

UNIT THEME 1.C: RULES AT HOME, SCHOOL, AND IN THE COMMUNITY

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*CIT 01 Identify and give reasons for rules at home, school, and in the community.

Skill Objectives to be Emphasized

MAP 01 Identify and locate objects, areas, and routes on basic maps of class and school environments.

MAP 09 Demonstrate understanding of pictorial symbols for objects or areas on maps of classroom and school environments.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts or tables.

TIM 02 Demonstrate ability to sequence events.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

PAR 01 Work in small and large groups to complete a task.

PAR 02 Take the roles of leader and follower

MAIN IDEAS

There are rules for behavior at home, school, and in the community.

Rules keep people safe and help them work together.

There are consequences to self and others for breaking rules.

CONCEPTS

Rules
Cause and Effect
Responsibility
Consequences
Authority (leader)

1.C (con't)

UNIT OBJECTIVES

Rules for classroom and school:

Identify classroom rules and rules for shared school areas (cafeteria, playground, halls, buses), related to personal safety, relations with classmates and teachers, use of equipment and facilities, school behavior policies and procedures, etc.

Identify reasons for classroom and school rules.

Distinguish between behaviors that comply with school rules and behaviors that violate those rules.

Identify authority figures who make and enforce school rules.

Participate in rule making and rule enforcement in the classroom.

Take the roles of leader and follower in a structured or role-play situation. ("line leader", etc.)

Describe consequences for self and others of breaking school rules.

Rules for home:

Identify rules for home, responsibilities in the home, relations with siblings, personal safety, health and hygiene, etc.

Identify reasons for rules at home.

Distinguish between behaviors that comply with rules at home and behaviors that violate those rules.

Identify authority figures who make and enforce rules at home.

Describe consequences for self and others of breaking rules at home.

Rules for the community:

Identify community rules such as: safety on public streets and in public places, respecting people, common courtesy, and respecting property.

1.C (con't)

UNIT OBJECTIVES (continued)

Identify reasons for community rules.

Distinguish between behaviors that comply with commuity rules and behaviors that violate those rules.

Identify authority figures who make and enforce community rules

Describe consequences to self and others of breaking community rules.

Identify special rules for protecting oneself and seeking help in dangerous situations at home, school, and in the community.

Classify rules according to settings in which they apply (home, school, community).

Make generalizations about reasons for rules at home, school, and in the community.

RESOURCES

Textbooks:	Scott Foresman:	People Around Us (Level K) Unit 3
		Families and Friends Level 1) Unit 3
	Laidlaw:	Living With People (Level K) Unit 6
		Living in Families (Level 1) Unit 4
	Allyn & Bacon:	Our Country (Level 1) pages 24-33

UNIT THEME 1.D: NEEDS OF ALL PEOPLE

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*CUL 01 Identify basic needs common to all people.

*SOC 02 Identify personal responsibilities at home and school

Skill Objectives

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

MAIN IDEAS

All people have the same basic needs (food, shelter, clothing, care/affection).

The family group helps people to satisfy basic needs.

Families may take different forms in different cultures, but regardless of form, all families help satisfy basic needs.

Family members have responsibilities according to their roles.

Students have responsibilities at home and at school.

CONCEPTS

Needs
Food
Clothing
Dependence
Roles
Family
Shelter
Care/Affection
Interdependence
Responsibilities

1.D (con't)

UNIT OBJECTIVES

Identify basic needs of all individuals (food, shelter, clothing, care/affection).

Identify and classify foods according to various criteria (food/drink breakfast/lunch/dinner/snack, meats/dairy/vegetables/grain, etc.).

Identify and classify clothing according to various criteria: seasons, sizes, boys/girls, function, tops/pants/footwear/undergarments, occasion, dress-up, play, swimming, sleeping.

Identify and classify kinds of shelter according to various criteria: single families/two families/many families, material, shelter for people/animals/wildlife, homes of today/of long ago, homes in our culture/other cultures).

Classify types of food, shelter, and clothing according to the basic need satisfied.

Describe ways in which people give and receive affection from family and friends.

Predict the consequences of being unable to satisfy basic needs.

Describe ways in which American families satisfy basic needs of family members.

Describe structure of own family by identifying the names and roles of family members.

Chart family members on pictograph or wall chart.

Compare own family structure with those of classmates and teachers.

Describe responsibilities at home for self and other family members.

Describe personal responsibilities at school.

Differentiate between behaviors that fulfill personal responsibilities and those that do not.

Predict the consequences of not fulfiling responsibilities at home and school.

Identify ways in which families from different cultures satisfy basic needs.

1.D (con't)

RESOURCES

Texbooks:	Scott Foresman:	Families and Friends (Level 1) Units 4 and 5
	Laidlaw:	Living in Families (Level 1) Units 1,2,3,6
		Living With People (Level K) Unit 2
	Allyn & Bacon:	Our Country (Level 1) pp.1-13

UNIT THEME 1.E: COMMUNITY WORKERS SUPPLY GOODS AND SERVICES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*ECO 01 Differentiate between goods and services.

ECO 02 Identify workers who produce goods or provide services.

Skill Objectives

MAP 01 Identify and locate objects, areas, and routes on basic maps of class and school environments.

MAP 02 Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

TIM 01 Demonstrate understanding of terms for units of time (hours, days, years, etc.) relative positions of time (yesterday, next week, etc.) temporal relationships (now/later, before/after, etc.).

TIM 02 Demonstrate ability to sequence events.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

MAIN IDEAS

People have many wants and needs.

Wants and needs are satisfied by workers who produce goods and provide services.

People do many different kinds of jobs in the community.

1.E (con't)

CONCEPTS

Goods	Services
Workers	Wants
Needs	Dependence
Interdependence	Cooperation

UNIT OBJECTIVES

Differentiate between wants and needs.

Identify the goods and services that satisfy wants and needs.

Differentiate between goods and services.

Identify services provided by adults in the school.

Identify community workers and the goods they produce.

Classify goods as satisfying either wants or needs.

Identify community helpers and the services they provide.

Classify places in the community according to services provided or goods produced or sold.

Identify community helpers (providers of services) on whom students frequently depend.

Identify goods most often needed by students and their families.

Identify jobs held by family members and classify them as producers of either goods or services.

Predict what kind of work you might do as an adult.

Generalize that all families depend on goods and services to fulfill needs and wants.

1.E (con't)

RESOURCES

Textbooks:

Scott Foresman: Families and Friends (Level 1)
Units 4 and 5 Lesson 4

People Around Us (Level K)
Unit 5 Lesson 1 and 2
Unit 2 Lesson 4 and 5

Laidlaw: Living in Families (Level 1)
Unit 3 Lessons 6,7,8
Unit 6

Allyn & Bacon: Our Country (Level 1)
pages 14-23, 48-81
(Washington D.C. Community)

LEVEL 2: OVERVIEW

MEETING BASIC NEEDS IN COMMUNITIES

At Level 2, students focus on how communities help people satisfy their needs and wants. Major community activities of production and consumption, transportation and communication, decision-making and leadership, should be studied as they apply to various communities.

Students should compare the characteristics and functions of neighborhoods and areas that make up a community (residential, commercial, industrial, recreational) and recognize how people use and depend on each.

Through the study of communities, students begin to make the distinction between natural and man-made environments. Map skills are developed to reinforce and communicate this concept through symbolization. The students should also begin to understand the individual's responsibility to maintain a clean and safe environment at home, school, and in the community.

Community wants and needs require community-wide systems of production and consumption. Students should explore the roles played by transportation and communication in helping to satisfy wants and needs of a community.

Students should also examine the role of citizens in a community, focusing on leadership and rule making at home, at school, and in the community.

Looking at the family as the basic small group in a community, students should further develop their understanding of the concept of groups by identifying various groups to which they belong, the attributes of group membership, and the purposes that are served.

UNIT THEMES		OBJECTIVES
2.A.	"Living And Working in Groups"	*SOC 03, CIT 02
2.B.	"Why Do We Need Rules?"	*CIT 03
2.C.	"Our Environment; Natural And Man-Made"	NAT 01, NAT 02
2.D.	"Wants And Needs in Communities"	*ECO 03, *ECO 05
2.E.	"Transportation And Communication"	ECO 04

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

LEVEL 2	"Meeting Basic Needs in Communities"	KEY	☐ Not Taught ☑ Partially Learned ■ Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

	CIT 02	☐	Identify appropriate behavior and responsibilities of leaders and followers.
*	CIT 03	☐	Identify health and safety, protection of property, the need to keep order, and fairness as reasons why groups of people need rules. reasons why groups of people need rules.
*	ECO 03	☐	Demonstrate wants and needs of people in a community and ways in which wants and needs are satisfied.
	ECO 04	☐	Identify ways in which transportation and communication serve the needs of people in a community.
*	ECO 05	☐	Identify characteristics, functions, and interdependencies of different kinds of neighborhoods within a community.
	NAT 01	☐	Distinguish between natural and man-made environments.
	NAT 02	☐	Describe an individual's responsibility to maintain a clean environment at home, school, and in the community.
*	SOC 03	☐	Demonstrate understanding of the concept of groups by differentiating examples from non-examples.

SKILLS OBJECTIVES

	MAP 01	☐	Identify and locate objects, areas, and routes on basic maps of class and school communities. 0 0 0 0 0
	MAP 02	☐	Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes. 0 0 0 0 0
	MAP 03	☐	Use number and letter coordinates (grids) to identify and locate places on illustrations and maps. 0 0 0 0 0
	MAP 05	☐	Demonstrate understanding of terms of direction and location as applied to the immediate environment. (ie. prepositions, left-right, etc.) 0 0 0 0 0

Level 2 - Skills Objectives (continued)

MAP 06 ☐ Identify the four cardinal and four intermediate directions on a blank compass rose. 0 0 0 0 0

MAP 07 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe the relationship between two points on maps and globes. 0 0 0 0 0

MAP 09 ☐ Demonstrate understanding of pictorial symbols of objects or areas on maps of classroom and school environments. 0 0 0 0 0

MAP 10 ☐ Demonstrate use of map keys (legends) to interpret pictorial and abstract symbols, and colors representing natural and cultural information on maps and globes. 0 0 0 0 0

MAP 15 ☐ Use standard and non-standard units of measurement to indicate scale on maps of familiar environments. 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

TIM 01 ☐ Demonstrate understanding of terms for units of time (hours, days, years, etc.), relative positions of time (yesterday, next week, etc.), and temporal relationships (now/later, before/after, etc.). 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for solutions to problems or decisions. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of action. 0 0 0 0 0

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of the action or decision. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the roles of leader and follower. 0 0 0 0 0

PAR 03 ☐ Participate in making and enforcing rules. 0 0 0 0 0

PAR 04 ☐ Negotiate to resolve conflicts. 0 0 0 0 0

R&W 01 ☐ Note and follow written directions. 0 0 0 0 0

R&W 02 ☐ Use information from textual aids to improve comprehension. 0 0 0 0 0

Level 2 Skills Objectives (continued)

R&W 03 ☐ Observe and discuss relationships such as cause-effect, class, general-specific, place, sequence, time. 0 0 0 0 0

R&W 04 ☐ Write to record information for personal use and for practical, functional purposes. 0 0 0 0 0

INF 01 ☐ Identify a purpose for information gathering. 0 0 0 0 0

INF 02 ☐ Formulate questions appropriate for obtaining information from sources. 0 0 0 0 0

INF 03 ☐ Identify appropriate sources of information: people, books, maps, newspapers, etc. 0 0 0 0 0

INF 04 ☐ Distinguish between relevant and irrelevant sources. 0 0 0 0 0

INF 05 ☐ Record observations and information obtained from sources. 0 0 0 0 0

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

VAL 02 ☐ Recognize the existence of alternative perspectives. 0 0 0 0 0

UNIT THEME 2.A: LIVING AND WORKING IN GROUPS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

SOC 03 Demonstrate understanding of the concept of groups by differentiating examples from non-examples.

CIT 02 Identify appropriate behavior and responsibilities of leaders and followers.

Skill Objectives

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situtations.

PRB 01 Recognize the need for solutions to problems or decisions.

PAR 01 Work in small and large groups to complete a task.

PAR 02 Take the roles of leader and follower.

Values Objectives

VAL 01 Describe the thoughts and feelings of others.

VAL 02 Recognize the existence of alternative perspectives.

MAIN IDEAS

People belong to many groups.

Urban communities are made up of many ethnic, racial, and special interest groups.

2.A (con't)

MAIN IDEAS (continued)

Members of groups are expected to behave in certain ways (cooperate, share, be fair, etc.).

Members of groups assume roles of leaders and followers.

Both leaders and followers have responsibilities.

CONCEPTS

Groups
Followers
Cooperation
Leaders
Responsibility

UNIT OBJECTIVES

Distinguish between examples and non-examples of groups.

Identify a variety of groups to which the student belongs (family, school class, department, ethnic group, sex, etc.)

Identify common characteristics of all groups (two or more people, physical interaction, communication among members, shared interests or goals, etc.).

Identify purposes and goals of groups to which students belong.

Differentiate between individual and group activities.

Identify neighbors and friends as community groups.

Identify interests and resources shared by community groups.

Compare and contrast family, school, and community groups in terms of roles, rules, and behaviors or customs.

Identify problems solved by group decisions.

Identify characteristics of a good group member (cooperates, shares, respects others, contributes to group goals).

Identify characteristics of a good group leader.

Distinguish between examples and non-examples of leadership behavior.

RESOURCES

Textbooks:	Scott Foresman:	Neighbors Near and Far (Level 2) Units 1, 4 , and 6
	Laidlaw:	Living in Neighborhoods (Level 2) Unit 4

UNIT THEME 2.B: WHY DO WE NEED RULES?

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

CIT 03 Identify health and safety, protection of property, the need to keep order, and fairness as reasons why groups of people need rules.

Skill Objectives to be Emphasized

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

COG 01 Identify, observe, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

PRB 04 Adopt a solution or act on a decision.

Values Objectives

VAL 01 Describe the thoughts and feelings of others.

VAL 02 Recognize the existence of different perspectives.

MAIN IDEAS

People live and work in groups.

Groups need rules to help accomplish their goals.

2.B (con't)

MAIN IDEAS (continued)

Rules help keep people healthy and safe.

Rules protect property.

Rules help groups get along, work together, and keep order.

Rules help people be fair to each other.

CONCEPTS

Rules	Fairness
Group	Conflict

UNIT OBJECTIVES

Identify and give reasons for rules that keep people healthy and safe.

Identify and give reasons for rules that protect property.

Identify and give reasons for rules that help people work together and keep order in the group.

Distinguish between fair and unfair rules that may discriminate against certain group members.

Identify issues about which students must make decisions as a group.

Predict the consequences of a group operating without rules.

Identify and describe some elements that contribute to successful group functioning.

Identify possible conflicts that may arise in a group.

Hypothesize about causes of group conflicts.

Demonstrate ways of dealing with conflict in a group (discussion, negotiation, voting).

Demonstrate ways of dealing with own and others' emotions in interpersonal situations.

2.B (con't)

UNIT OBJECTIVES (continued)

Differentiate between cooperative and uncooperative behaviors in family and school group settings.

Demonstrate ability to work in a small group (two or three people) and in a large group (four or more people) to accomplish specific group tasks.

Take the roles of leader and follower.

Identify leaders of family, school, or community groups.

Identify ways in which groups enforce norms (expected ways of behavior).

RESOURCES

Textbooks:	Scott Foresman:	Neighbors Near and Far (Level 2) Units 2, 6, and 7 Unit 4
	Laidlaw:	Living in Neighborhoods (Level 2) Unit 4

UNIT THEME 2.C: OUR ENVIRONMENT: NATURAL AND MAN-MADE

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

NAT 01 Distinguish between natural and man-made environments.

NAT 02 Describe an individual's responsibility to maintain a clean environment at home, school, and in the community.

Skill Objectives to Emphasize

MAP 02 Identify and locate natural (bodies of land, water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes.

MAP 03 Use number and letter coordinates (grids) to identify and locate places on illustrations and maps.

MAP 09 Demonstrate understanding of pictorial symbols for objects or areas on maps of classroom and school environments.

MAP 10 Demonstrate use of map keys (legends) to interpret pictures, abstract symbols, and colors representing natural and cultural information on maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

COG 01 Identify, observe, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

2.C (con't)

MAIN IDEAS

The environment is made up of natural and man-made features.

Natural resources help satisfy human wants and needs.

Natural resources help produce man-made resources.

Natural resources are scarce and must be protected.

All people share the environment.

The environment is important to everyone.

Everyone has a responsibility to protect the environment.

CONCEPTS

Natural Environment	Cultural Environment
Man-Made	Responsibility
Scarcity	

UNIT OBJECTIVES

Identify the elements that make up the environments at home, school, and in the community (buildings, streets, trees, grass, rivers, etc.).

Classify environments into natural features and cultural (man-made) features.

Identify the people who share our environments at home, in school, and in the community.

Describe behaviors that demonstrate respect for the environment (using trash containers, respecting things that grow in nature, etc.).

Predict the consequences, to self and others, of damaging the environment.

Create a set of rules to protect home, school, and community environments.

Identify things found in nature that help satisfy human wants and needs (land, water, trees, etc.).

2.C (con't)

UNIT OBJECTIVES (continued)

Identify man-made resources that help satisfy human wants and needs (buildings, streets, bridges, fences, etc.).

Distinguish between natural and man-made resources.

Trace a product from its source as a natural resource to a man-made product (ie. furniture or paper made from trees).

RESOURCES

Textbooks:

Scott Foresman: Neighbors Near and Far (Level 2)
Unit 1 Lesson 4
Unit 5 Lesson 2
pp. 120-121

Laidlaw: Living in Neighborhoods
Unit 2 and Unit 4 (Lesson 7)

Allyn & Bacon: Our Community (Level 2)
Chapter 2

UNIT THEME 2.D: WANTS AND NEEDS IN COMMUNITIES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*ECO 03 Demonstrate wants and needs of people in a community and ways in which wants and needs are satisfied.

ECO 05 Identify characteristics, functions, and interdependencies of different kinds of neighborhoods within a community.

Skills Objectives

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts or tables.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

PRB 01 Recognize the need for decisions or solutions to problems.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

MAIN IDEAS

A community is a group of people who share location (land, streets, buildings) and ways of satisfying basic needs).

Communities depend on workers to help produce goods and services that will satisfy wants and needs.

People satisfy wants and needs through production and consumption.

Resources are limited so people must make economic choices.

Certain areas within communities serve particular wants and needs.

2.D (con't)

CONCEPTS

Community
Goods and Services
Interdependence
Commercial
Industrial
Wants and Needs
Scarcity
Residential
Recreational

UNIT OBJECTIVES

Describe wants and needs of people in a community (shelter, food, safety, transportation, communication, education, recreation, entertainment, etc.).

Identify ways in which people in communities satisfy wants and needs (housing, stores for food and clothing, police and fire services, transportation facilities, communication systems, schools, playgrounds, theatres, museums, restaurants, etc.).

Distinguish between goods and services in a community.

Identify a variety of workers who produce goods and services to meet community needs.

Recognize that limited resources (scarcity) require individuals to make choices about which wants and needs to satisfy.

Identify alternative choices when faced with a real or hypothetical problem of scarcity.

Identify some of the considerations necessary for individuals and families to make economic choices. Consider wants and needs, consider what is most important, consider resources (money) available, consider consequences of the choice.

Classify and chart examples of personal wants and needs.

Identify characteristics of different areas in a community (residential, commercial, recreational, industrial).

Identify the functions or purposes of each area within a community and how the area satisfies community needs and wants.

Classify examples of activities that occur in each type of community area or place (residential, commercial, recreational, industrial).

2.D (cont.)

UNIT OBJECTIVES (continued)

Predict consequences for the community in hypothetical situations in which each of the community areas is no longer functional or available.

Prioritize importance of community areas and resources according to personal perspectives and values.

RESOURCES

Textbooks:	Scott Forseman:	Neighbors Near and Far (Level 2) Unit 2 pp.34-53 Unit 3 pp.54-81
	Laidlaw:	Living in Neighborhoods (Level 2) Unit 1 pp. 6-21 Unit 3 pp.52-79 Unit 5 pp.110-143 Unit 6 pp.144-179
	Allyn & Bacon:	Our Community (Level 2) Chap. 3 Chapter 3 pp.57-89 Chapter 4 pp.91-115 Our Country (Level 1) pp.4-23

UNIT THEME 2.E: TRANSPORTATION AND COMMUNICATION - KEEPING COMMUNITIES ON THE MOVE AND IN THE KNOW

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

ECO 04 Identify ways in which transportation and communication serve the needs of people in a community.

Skills Objectives to be Emphasized

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

MAIN IDEAS

Communities depend on transportation systems to move goods and people.

Transportation is a man-made resource.

There are many different modes of transportation.

People in communities communicate for many reasons and in many ways.

Transportation and communication are important to all members of a community.

CONCEPTS

Community
Goods and Services
Transportation
Communication

UNIT OBJECTIVES

Identify types of transportation that students use to travel from one place to another (school bus, bikes, parents' cars, buses, etc.).

UNIT OBJECTIVES (continued)

Classify types of transportation used to help people move from place to place, according to various criteria (land, water, air, public, private, etc.).

Identify types of transportation used to move goods from production to market.

Describe occupations related to the transportation industry.

List daily activities that could not occur in a community without transportation.

Identify attributes that support transportation systems (roads, bridges, tracks to move on, power to move, rules and controls - speed limits, stop signs, traffic lights, etc.).

Differentiate between pictures of modern transportation and transportation of the past.

Predict types of transportation people might have in the future.

Demonstrate understanding of the concept of transportation by differentiating between examples and non-examples.

Define communication as sharing ideas or information.

Identify a variety of reasons for communication, including satisfaction of needs and wants at home, school, and in the community. (See Language Arts Guide.)

Give examples of ways in which people communicate at home and school.

Describe ways in which community activities depend on communication (ie., work, business, keeping order, protection, health care, recreation, transportation, etc.).

Identify examples of ways people communicate at home, in school, and in the community:

- Face-to-face signed or spoken communication.
- Print: written notes, daily bulletins, newspapers, magazines, public signs.
- Electronic media: radio, television, etc.
- Signalling devices; telephones, TDDs, computers, etc.

2.E (cont.)

UNIT OBJECTIVES (con't)

Describe the possible effects of mis-communication or lack of communication in daily activities at home, in school, or in the community.

Demonstrate understanding of the concept of communication by differentiating between examples and non-examples.

RESOURCES

Textbooks: Laidlaw: Living in Neighborhoods (Level 2) (RE: Transportation) pages 115, 117, 121, 128, 168, 169, 175

Allyn & Bacon: Our Country (Level 1) pp.42-27

KDES Language Arts Guide

See activities related to reasons for communication.

LEVEL 3: OVERVIEW

METROPOLITAN COMMUNITIES: DEPENDENCE AND INTERDEPENDENCE

At Level 3, students examine modern metropolitan communities with a focus on economic dependence and interdependence within and among communities. Students should review the purposes that communities serve such as providing protection and public services and supporting commerce to help satisfy wants and needs.

Students will compare the organization and functions of the three major types of communities, urban, rural, and suburban, and identify ways in which they are interdependent.

Students explore citizenship by looking at how groups or communities solve problems and make decisions.

Career awareness should be woven into the study of community economics, with emphasis on the various occupations by which people earn a living.

Modern communities depend on communication. Students should examine various methods used to communicate information with emphasis on the special nature of communication of hearing impaired persons.

An awareness of cultural diversity is developed by comparing how basic needs are satisfied in our culture and in other cultures.

UNIT THEMES		OBJECTIVES
3.A.	"Living And Working in Communities"	*CUL 02, *CIT 05 ECO 08
3.B.	"Different Types of Communities"	ECO 06
3.C.	"Depending on Others Near and Far"	ECO 07
3.D.	"Economic Choices in a Metropolitan Community"	*ECO 09
3.E.	"Governing Metropolitan Communities"	*CIT 04
3.F.	"Communication; Sharing Ideas And Information"	

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

LEVEL 3 "Metropolitan Communities: Dependence and Interdependence"	KEY	☐ Not Taught ◪ Partially Learned ■ Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

* CIT 04 ☐ Identify various procedures for decision-making in a group or community, such as voting majority rule, representative decision-making, and dictatorship.

* CIT 05 ☐ Identify public services provided by a metropolitan government.

* ECO 06 ☐ Compare the attributes of urban, rural, and suburban communities.

* ECO 07 ☐ Demonstrate understanding of the concept of interdependence by citing examples of how various communities are interrelated.

ECO 08 ☐ Describe occupations by which people earn a living in modern communities.

* ECO 09 ☐ Demonstrate understanding that limited resources require individuals, families, and communities to make economic choices.

* CUL 02 ☐ Identify how basic needs are satisfied in the American culture and in one other culture.

CUL 03 ☐ Identify communication methods used by different groups.

CUL 04 ☐ Demonstrate understanding that different groups use different languages.

NAT 03 ☐ Demonstrate understanding of how the natural environment influences the establishment of new communities.

* SOC 04 ☐ Differentiate between cooperative and uncooperative behavior in a variety of situations.

SKILLS OBJECTIVES

MAP 02 ☐ Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes. 0 0 0 0 0

MAP 03 ☐ Use number and letter coordinates (grids) to identify and locate places on illustrations and maps. 0 0 0 0 0

Level 3 - Skills Objectives (continued)

MAP 05 ☐ Demonstrate understanding of terms of direction and location as applied to the immediate environment. (i.e. prepositions, left-right, etc.) 0 0 0 0 0

MAP 06 ☐ Identify the four cardinal and four intermediate directions on a blank compass rose. 0 0 0 0 0

MAP 07 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe the relationship between two points on maps and globes. 0 0 0 0 0

MAP 08 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes. 0 0 0 0 0

MAP 10 ☐ Demonstrate use of map keys (legends) to interpret pictorial and abstract symbols and colors representing natural and cultural information on maps and globes. 0 0 0 0 0

MAP 11 ☐ Interpret information given on special purpose maps and globes, (i.e. climate, landforms, population, land-use etc.). 0 0 0 0 0

MAP 15 ☐ Use standard and non-standard units of measurement to indicate scale on maps of familiar environments. 0 0 0 0 0

MAP 16 ☐ Determine the distance between two points on maps and globes using scale. 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

TIM 01 ☐ Demonstrate understanding of terms for units of time (i.e. hours, days, years, etc.), relative positions of time (i.e. yesterday, next week, etc.), and temporal relationships (i.e. now/later, before/after, etc.). 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

TIM 03 ☐ Demonstrate ability to sequence units of time. 0 0 0 0 0

TIM 04 ☐ Interpret and organize information on timelines. 0 0 0 0 0

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

COG 04 ☐ Create hypotheses. 0 0 0 0 0

COG 05 ☐ Use criteia for making evaluations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for solutions to problems or decisions. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

Student_____ KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

Level 3 - Skills/Objectives (continued

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of of action. 0 0 0 0 0

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of an action or decision. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the role of leader and follower. 0 0 0 0 0

PAR 03 ☐ Participate in rule-making and enforcing. 0 0 0 0 0

PAR 04 ☐ Negotiate to resolve conflicts. 0 0 0 0 0

R&W 01 ☐ Note and follow written directions. 0 0 0 0 0

R&W 02 ☐ Use information from textual aids to further comprehension. 0 0 0 0 0

R&W 03 ☐ Observe and discuss relationships such as cause-effect, class, general-specific, place, sequence, time. 0 0 0 0 0

R&W 04 ☐ Write to record information for personal use and for practical, functional purposes. 0 0 0 0 0

R&W 05 ☐ Write to inform others, to give a detailed account of an event or experience. 0 0 0 0 0

R&W 06 ☐ Summarize reading passages into statements that express the main idea. 0 0 0 0 0

INF 01 ☐ Identify a purpose for information gathering. 0 0 0 0 0

INF 02 ☐ Formulate questions appropriate for obtaining information from sources. 0 0 0 0 0

INF 03 ☐ Identify sources of information appropriate to the task such as: people, books, maps, newspapers, etc. 0 0 0 0 0

INF 04 ☐ Distinguish between relevant and irrelevant sources. 0 0 0 0 0

INF 05 ☐ Record observations and information obtained from sources. 0 0 0 0 0

INF 06 ☐ Locate information by using information search and reference skills, such as: card catalogs, Reader's Guide, TDD information services, etc. 0 0 0 0 0

INF 07 ☐ Use more than one source to gain information. 0 0 0 0 0

INF 08 ☐ Arrange information in usable forms (sequence events, classify information according to criteria, summarize and outline). 0 0 0 0 0

INF 09 ☐ Present information (written reports, research papers, classroom presentations, etc.). 0 0 0 0 0

Level 3 - (continued)

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

VAL 02 ☐ Recognize the existence of alternative perspectives. 0 0 0 0 0

VAL 03 ☐ Project self into alternative perspective. 0 0 0 0 0

VAL 04 ☐ Consider and act in response to the interest and welfare of others. 0 0 0 0 0

UNIT THEME 3.A: LIVING AND WORKING IN COMMUNITIES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*CUL 02 Identify how basic needs are satisfied in the American culture and one other culture.

*CIT 05 Identify public services provided by a metropolitan government.

ECO 08 Describe occupations by which people earn a living in modern communities.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 03 Use number and letter coordinates (grids) to identify and locate places on illustrations and maps.

MAP 05 Demonstrate understanding of terms of direction and location as applied to the immediate environment (i.e. prepositions, left-right, etc.).

MAP 07 Demonstrate understanding of cardinal and intermediate directions as used to describe the relationship between two points on maps and globes.

MAP 08 Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes.

MAP 10 Demonstrate use of map keys (legends) to interpret pictorial and abstract symbols and colors representing natural and cultural information on maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

3.A (con't)

COG 03 Generalize from specific known instances to unfamiliar situations.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PAR 01 Work in small and large groups to complete a task.

MAIN IDEAS

Communities are places in which people live and work together to satisfy basic needs.

Communities provide services by which people satisfy needs and wants.

There are many different occupations within a community by which people can earn a living.

Through occupations, people earn money for themselves and help the community to function by making goods or providing services for others.

CONCEPTS

Community	Needs
Wants	Goods
Services	Public Services
Dependence	Interdependence
Diversity	Occupations

UNIT OBJECTIVES

Define the term "community".

Identify characteristics of all communities.

Identify specific attributes of the school's community, and of the community in which you live.

Identify the needs of people living in a community.

Describe reasons why people live in communities (ie., ways in which communities help people to satisfy needs and wants).

3.A (con't)

UNIT OBJECTIVES (continued)

Compare ways in which needs are satisfied in American Communities and in those of another culture.

Identify public services that are provided by communities.

Differentiate between public services and those that are offered through private enterprise.

Demonstrate understanding that public services must be paid for by revenues such as taxes.

Describe occupations of people who work in communities (including job titles and job responsibilities).

Classify community occupations according to various criteria:

- Jobs related to provision of services rather than production of goods.
- Public service vs. private business.
- Jobs outside rather than inside buildings.
- Jobs in such specific fields as transportation, communication, education, government, etc.

Identify occupations that may be held by hearing impaired persons, and reasons why some are not appropriate.

Identify personal and career goals.

RESOURCES

Textbooks:

Scott Forseman: City, Town, and Country (Level 3)
Unit 3 Chapters 8 and 9

Laidlaw: Living in Communities (Level 3)
Unit 1 Chapters 1 and 2
Unit 3 Chapters 5 and 6
Unit 4 Chapter 7

Allyn & Bacon: Communities at Home and Abroad Series (Level 2)

American Communities Series (Level 2)

The Metropolitan Community (Level 3) Chapters 7 and 8

UNIT THEME 3.B: DIFFERENT TYPES OF COMMUNITIES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

ECO 06 Compare the attributes of urban, rural, and suburban communities.

Skills to be Emphasized

MAP 02 Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes.

MAP 03 Use number and letter coordinates (grids) to identify and locate places on illustrations and maps.

MAP 10 Demonstrate use of map keys (legends) to interpret pictorial and abstract symbols and colors representing natural and cultural information on maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

PAR 01 Work in small and large groups to complete a task.

MAIN IDEAS

American communities are divided into three major types: urban, suburban and rural.

Each type of community serves people's needs, but in different ways.

Communities are interdependent, depending upon one another for satisfaction of needs and wants.

3.B (con't)

MAIN IDEAS (continued)

Urban communities have large populations: rural communities have small populations.

Maps can describe locations and cultural and natural features of communities.

CONCEPTS

Urban
Rural
Needs and Wants
Suburban
Interdependence

UNIT OBJECTIVES

Identify attributes of urban, suburban, and rural communities.

Differentiate among examples of urban, suburban, and rural communities or community life.

Classify and chart ways in which each type of community meets the needs and wants of the people who live there (needs for food, clothing, shelter, transportation, recreation, work, etc.).

Describe ways in which different types of communities are similar and different.

Describe advantages and disadvantages of living in urban, suburban, and rural areas.

Describe the role of transportation in helping community members met their needs in all three types of communities.

Describe ways in which communities might change as a result of growing or declining populations.

Locate and identify urban, suburban, and rural communities on maps.

3.B (con't)

RESOURCES

Textbooks:

Scott Foresman: City, Town, and Country (Level 3)
Unit 2

Laidlaw: Living in Communities (Level 3)
Units 3, 4, and 6

Allyn & Bacon: The Metropolitan Community
Chapters 5 and 6

UNIT THEME 3.C: DEPENDING ON OTHERS NEAR AND FAR

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

ECO 07 Demonstrate understanding of the concept of interdependence by citing examples of how various communities are interrelated.

Skills to be Emphasized

MAP 02 Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes.

MAP 03 Use number and letter coordinates (grids) to identify and locate places on illustrations and maps.

MAP 10 Demonstrate use of map keys (legends) to interpret pictorial and abstract symbols and colors representing natural and cultural information on maps and globes.

MAP 11 Interpret information given on "special purpose" maps and globes. (i.e., climate, landforms, population, land-use, etc.).

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

TIM 02 Demonstrate ability to sequence events.

COG 01 Identify, observe, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

MAIN IDEAS

Metropolitan communities depend on people within the community and on other communities to satisfy needs and wants.

Communities depend on transportation and communication of goods to satisfy needs and wants.

MAIN IDEAS (continued)

Modern communities depend on goods from communities all over the country and all over the world.

CONCEPTS

Dependence	Interdependence
Needs	Wants
Goods	Services
Transportation	Division of Labor
Cooperation	

UNIT OBJECTIVES

Identify the basic needs which all people must satisfy (food, shelter, clothing, care).

Demonstrate an understanding of the concept of interdependency by differentiating between examples and non-examples.

Classify products that people use daily according to the basic needs that they satisfy.

Sequence major steps in the production and distribution of various products that satisfy basic needs.

Identify the workers involved in the production and distribution of goods.

Identify the steps of an interdependent food system by which members of metropolitan communities satisfy the need for food. Food is raised on farms, processed and packaged in factories, transported to supermarkets, purchased by urban consumers.

Predict the consequencess of failure of one or more parts of the food system.

List advantages and disadvantages of alternatives to the conventional store-based system (ie. growing your own food, eating in restaurants, etc.).

Identify ways in which the food system depends on transportation between communities and within the community (trucks or trains to move raw food to processing, more trucks to distribute food within the community, personal and public transportation to carry consumers to market, etc.).

3.C (con't)

UNIT OBJECTIVES (continued)

Identify ways in which the food system depends on various forms of communication between communities and within the community (orders for sufficient raw food products, letters and telephones calls between producer and processer, advertisments to let consumers know what is available, etc.).

Describe the division of labor and specialization among workers who are part of the food system (farmers processers, transportation workers, communication workers, salespeople, merchants, advertisers, etc.).

RESOURCES

Textbooks:

Scott Foresman: City, Town, and Country (Level 3)
Unit 6

Laidlaw: Living in Communities (Level 3)
Unit 4 Chapter 8
Unit 6

Allyn & Bacon: The Metropolitan Community (Level
(Level 3) Chapters 5 and 6

Book: Our 50 States
National Geographic Society
Washington, D.C.
1978

UNIT THEME 3.D: ECONOMIC CHOICES IN A METROPOLITAN COMMUNITY

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*ECO 09 Demonstrate understanding that limited resources require individuals, families, and communities to make economic choices.

Skills to be Emphasized

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

TIM 01 Demonstrate understanding of terms for units of time (i.e., hours, days, years, etc..) relative positions of time (i.e., yesterday next week, etc.) and temporal relationships (now/later, before/after, etc.).

TIM 02 Demonstrate ability to sequence events.

COG 01 Identify, observe, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 05 Consider and act in response to the interests and welfare of others.

3.D (con't)

MAIN IDEAS

People's wants and needs always exceed their resources.

Unlimited wants and needs coupled with limited resources means that individuals and families must make economic choices.

Communities must also make economic decisions about how financial resources will be used.

Economic choices require people and communities to make decisions about what is important.

Economic choices often require budgeting of financial resources.

CONCEPTS

Scarcity	Values
Prioritization	Resources
Taxes	Budgeting

UNIT OBJECTIVES

Identify personal needs and wants.

Prioritize personal needs and wants in order of their importance.

Identify the resources individuals have to meet their needs and wants.

Identify needs and wants of families.

Prioritize needs and wants of a family from the perspective of parents.

Describe how families meet needs and wants.

Compare and contrast the monetary value of various goods and services available in the community.

Describe reasons for saving money and ways to do it.

Demonstrate ability to develop a simple budget that allocates limited financial resources to meet real needs.

3.D (con't)

UNIT OBJECTIVES (continued)

Identify the services supplied to citizens by an urban government (ie., public transportation, trash removal, fire and police protection, postal services, libraries, etc.).

Identify sources of income for a city.

Prioritize needs and wants of a community from the perspective of a mayor or city manager.

Hypothesize ways in which an urban government can budget its financial resources to meet the needs of its citizens.

RESOURCES

Textbooks:

Scott Foresman: City, Town, and Country (Level 3

Laidlaw: Living in Communities (Level 3) Unit 4 Chapter 7

Allyn & Bacon: The Metropolitan Community (Level 3) Chapter 9

Contact local government offices for further information on public services and the agencies that coordinate them.

UNIT THEME 3.E: GOVERNING METROPOLITAN COMMUNITIES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*CIT 04 Identify various procedures for decision making in a group or community such as voting/majority rule, respresentative decision making, and dictatorship.

Skills Objectives to be Emphasized

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PAR 01 Work in small and large groups to complete a task.

PAR 02 Take the role of leader and follower.

PAR 03 Participate in rule-making and enforcing.

R&W 05 Write to inform others, to give a detailed account of an event or experience.

MAIN IDEAS

Groups, like individuals, are confronted with the need to make decisions and solve problems and may use different procedures to arrive at their decisions.

It is the responsibility of elected government officials to coordinate a wide range of services to satisfy needs and wants of all people in a community.

3.E (con't)

MAIN IDEAS (continued)

Metropolitan communities use representative governments.

Smaller groups or communities may govern themselves by direct democracy.

It is a citizen's responsibility to participate in solving community problems.

CONCEPTS

Problem	Responsibility
Voting	Representation
Services	Wants and Needs
Problem Solving/Decision Making	Citizenship

UNIT OBJECTIVES

Identify groups to which you belong (family, class, hearing impaired, school, play, teams, church, community, city, nation, etc.).

Describe decisions that must be made, and those who must make them, for various groups to which you belong.

Identify methods of decision making used in groups (voting/majority rule, representation, dictatorship).

Identify issues that concern members of a metropolitan community (adequate police or fire protection, school closings, trash removal and disposal, health and safety, transportation, housing, access for handicapped persons, etc.).

Identify community agencies or departments of local governments that provide services and solve community problems.

Describe the role of the mayor and the city council in making decisions to solve community problems.

Describe the responsibilities of citizens in modern communities (to vote for people to represent them in community government, to know about community problems and tell representatives what they think or want, to cooperate with others, to respect and obey community decisions, laws, and rules).

Describe how citizens can participate in making decisions that affect the community.

3.E (con't)

UNIT OBJECTIVES (contined)

Describe how citizens can participate in making decisions that affect the community.

Write to a community representative about a problem or concern.

Match examples of different procedures for decision making to the various methods (voting/majority rule, representative decision making, dictatorship).

RESOURCES

Textbooks:

Scott Forseman: City, Town, and Country (Level 3) Unit 4

Laidlaw: Living in Communities (Level 3)
Unit 3 Chapter 6
Unit 4 Chapters 7 and 8

Allyn & Bacon: The Metropolitan Community
Chapters 9, 10, and 11

Books: Education for Citizenship (K-Grade 4)
Constitutional Rights Foundation
Aspen Systems Corporation
Rockville, MD

UNIT THEME 3.F: COMMUNICATION: SHARING IDEAS AND INFORMATION

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

CUL 03 Identify communication methods used by different groups.

CUL 04 Demonstrate understanding that different groups use different languages.

Skills Objectives to be Emphasized

TIM 01 Demonstrate understanding of terms for units of time (hours, days, years, etc.) relative positions of time (yesterday, next week, etc.) and temporal relationships (now/later, before/after, etc.).

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 03 Demonstrate ability to sequence units of time.

COG 01 Observe, identify, recall, and rephrase information.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

COG 04 Create hypotheses.

PAR 01 Work in small and large groups to complete a task.

Values Objectives

VAL 01 Describe thoughts and feelings of others.

VAL 02 Recognize the existence of alternative perspectives.

VAL 03 Project self into alternative perspectives.

3.F (con't)

MAIN IDEAS

All groups use some form of communication to share thoughts and information.

Society uses many different methods to communicate ideas and information.

Different groups use different languages.

CONCEPTS

Communication
Methods
Culture
Language
Media

UNIT OBJECTIVES

Define communication as sharing ideas or information.

Identify a variety of reasons why people communicate.

Describe various methods by which people communicate:

- o Manual communication -- sign language, gestures, expressions.
- o Sound -- spoken language, telephones, radio, bells, sirens.
- o Print -- written language, TDDs, codes, symbols.
- o Lights -- alarms, traffic signals, signalling devices for the deaf.
- o Visual arts -- painting, sculpture, photography, television, etc.

Identify examples of communication media people use to share ideas and information:

- o Manual communication -- signs, gestures, expressions, etc.
- o Sound -- telephones, radios, records and tape, church bells, sirens, etc.
- o Print -- TDDs, newspapers, books, magazines, bulletins, posters, signs in the community, letters, computers, labels.
- o Lights -- traffic lights, signs, turn signals, dismissal lights, signalling devices.
- o Electronic media -- television, film, videotape, TDDs, radio, etc.

Demonstrate ability to initiate and receive telephone calls using a TDD.

UNIT OBJECTIVES (continued)

Demonstrate understanding of a hearing aid as a device that helps people communicate, and demonstrate appropriate daily maintenance procedures.

Compare communication methods and media of the past with those of the present.

Identify cultures that use the English language.

Demonstrate understanding that different cultures may use other languages.

Compare expressions for similar concepts or objects across different languages.

Identify ASL as a distinct language.

Compare expressions in ASL and English.

Identify possible interpersonal methods of communication (sign only, voice only, sign with voice, sign with speechreading cues, writing, gestures,etc.).

Identify own best method of interpersonal communication (voice, sign, writing, etc.).

Identify the method of interpersonal communication most likely to succeed in given situations or environments.

3.F (con't)

RESOURCES

Textbooks: Scott Foresman: City, Town, and Country (Level 3) Unit 6, Chapter 19.

Books from Outreach, Gallaudet Pre-College Programs, Gallaudet College, Washington, DC 20002:

Deyo and Hallau: Communicate With Me, 1983.

Ring/Flash: Telephone Skills for Deaf and Hard of Hearing Students, 1985.

On Your Own: Assistive Devices for Deaf and Hard of Hearing Students, 1984.

LEVEL 4: OVERVIEW

REGIONS OF THE US: LIFE IN VARIED ENVIRONMENTS

The major emphasis in Level 4 is on the region, an area of the earth that is defined for a specific reason. Regions may be differentiated in a variety of ways; on the basis of climate, physical features, agricultural or industrial production, population density, political boundaries, and other significant features. Students should classify and re-classify the United States into regions according to geographic, economic, political, and cultural criteria.

The study of regions provides an excellent opportunity to further develop and apply map skills, especially those that require the student to interpret "special purpose" maps; i.e., maps that convey information in symbolic and graphic form.

Special emphasis in Level 4 is given to developing an awareness of the relationship between people and the natural environment. As students explore the regions of the U.S. and their varied physical characteristics, they should recognize ways in which the environment affects human life. They should examine human dependence on natural resources and recognize that natural resources are limited and cannot always satisfy people's wants and needs. Human impact on the environment is seen through the many changes made in collecting and consuming natural resources, and through an examination of how various types of pollution affect people and their environment.

While regions are the major focus for study at Level 4, students should also recognize the shared characteristics and goals of all Americans. One way to develop this understanding is through a study of the basic structure and function of local, state, and national government. This study should include sources of government income and ways in which the government spends money to benefit Americans in all regions. Students should also recognize that general aspects of the American culture are shared by members of the minority groups that comprise American society.

UNIT THEME		OBJECTIVES
4.A.	"Studying The Earth, Our Home"	*NAT 05
4.B.	"Natural Regions of The U.S.: Regions Determined by Climate"	"NAT 04 *NAT 05 *NAT 06, *ECO 10
4.C.	"Natural Regions of The U.S.: Regions Determined by Type of Land"	*NAT 04, *NAT 05 *NAT 06
4.D.	"Traditional/Cultural Regions of the U.S."	*NAT 04, *NAT 05 ECO 10
4.E.	"Resources: using The Gifts of The Earth"	*NAT 06, NAT 07, NAT 08
4.F.	"Political Regions: Government in America"	*CIT 06, *NAT 04

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

LEVEL 4 "Regions of the U.S."	KEY	Not Taught Partially Learned Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

* NAT 04 ☐ Identify the following characteristics of U.S. regions:

- Geographic (climate, landforms, resources).
- Economic (land-use/production-resource regions).
- Political (the state as political region, groups of states).
- Cultural (regions of shared cultural identity, language, religion).

* NAT 05 ☐ Demonstrate understanding of the concept of regions by differentiating examples from non-examples.

* NAT 06 ☐ Describe human dependence on the natural environment.

NAT 07 ☐ Demonstrate understanding that natural resources are limited and cannot satisfy all peoples' wants and needs.

NAT 08 ☐ Describe the effects of different types of pollution on people and the environment.

* ECO 10 ☐ Identify ways in which transportation and communication maintain economic interdependencies among American communities and regions.

CIT 06 ☐ Differentiate the purpose, structure, and functions of federal, state, and local forms of government in America.

SKILLS OBJECTIVES

MAP 02 ☐ Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes. 0 0 0 0 0

MAP 03 ☐ Use number and letter coordinates (grids) to identify and locate places on illustrations and maps. 0 0 0 0 0

MAP 04 ☐ Use longitude and latitude to identify and locate places on maps and globes. 0 0 0 0 0

MAP 05 ☐ Demonstrate understanding of terms of direction and location as applied to the immediate environment. (ie. prepositions, left-right, etc.) 0 0 0 0 0

Level 4 - Skills Objectives (continued)

MAP 08 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes. 0 0 0 0 0

MAP 10 ☐ Demonstrate use of map keys (legends) to interpret pictorial and abstract symbols and colors representing natural and cultural information on maps and globes. 0 0 0 0 0

MAP 11 ☐ Interpret information given on special purpose maps and globes, (climate, land forms, population, etc.) 0 0 0 0 0

MAP 12 ☐ Demonstrate understanding of the relationship between latitude and the Earth's climate. 0 0 0 0 0

MAP 13 ☐ Identify examples of different types of land and water forms (continents, islands, oceans, lakes, rivers, etc.) on maps and globes. 0 0 0 0 0

MAP 16 ☐ Determine the distance between two points on maps and globes using scale. 0 0 0 0 0

MAP 17 ☐ Make scale maps and models. 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

C&G 03 ☐ Interpret and organize information on circle graphs. 0 0 0 0 0

TIM 01 ☐ Demonstrate understanding of terms for units of time (hours, days, years, etc.), relative positions of time (yesterday, next week, etc.), and temporal relationships (now/later, before/after, etc.). 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

TIM 03 ☐ Demonstrate ability to sequence units of time. 0 0 0 0 0

TIM 04 ☐ Interpret and organize information on timelines. 0 0 0 0 0

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

COG 04 ☐ Create hypotheses. 0 0 0 0 0

COG 05 ☐ Use criteria for making evaluations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for solutions to problems or decisions. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of action. 0 0 0 0 0

Level 4 Skills Objectives (continued)

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of an action or decision. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the role of leader and follower. 0 0 0 0 0

PAR 03 ☐ Participate in rule-making and enforcing. 0 0 0 0 0

PAR 04 ☐ Negotiate to resolve conflicts. 0 0 0 0 0

R&W 01 ☐ Note and follow written directions. 0 0 0 0 0

R&W 02 ☐ Use information from textual aids to further comprehension. 0 0 0 0 0

R&W 03 ☐ Observe and discuss relationships such as cause effect, class, general specific, place, sequence, time. 0 0 0 0 0

R&W 04 ☐ Write to record information for personal use and for practical, functional purposes. 0 0 0 0 0

R&W 05 ☐ Write to inform others, to give a detailed account of an event or experience. 0 0 0 0 0

R&W 06 ☐ Summarize reading passages into statements that express the main idea. 0 0 0 0 0

R&W 07 ☐ Identify supporting ideas. 0 0 0 0 0

R&W 08 ☐ Write to persuade or influence the reader's thoughts and or actions. 0 0 0 0 0

INF 01 ☐ Identify a purpose for information gathering. 0 0 0 0 0

INF 02 ☐ Formulate questions appropriate for obtaining information from sources. 0 0 0 0 0.

INF 03 ☐ Identify sources of information appropriate to the task (people, books, maps, newspapers, etc.). 0 0 0 0 0

INF 04 ☐ Distinguish between relevant and irrelevant sources. 0 0 0 0 0

INF 05 ☐ Record observations and information obtained from sources. 0 0 0 0 0

INF 06 ☐ Locate information by using information search and reference skills such as card catalogs, Reader's Guide, TDD information services, etc. 0 0 0 0 0

INF 07 ☐ Use more than one source to gain information. 0 0 0 0 0

Level 4 Skills Objectives (continued)

INF 08 ☐ Arrange information in usable forms (sequence events, classify information according to criteria, summarize and outline). 0 0 0 0 0

INF 09 ☐ Present information (written reports, research papers, classroom presentations, etc.). 0 0 0 0 0

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

VAL 02 ☐ Recognize the existence of alternative perspectives. 0 0 0 0 0

VAL 03 ☐ Project self into alternative perspective. 0 0 0 0 0

VAL 04 ☐ Consider and act in response to the interest and welfare of others. 0 0 0 0 0

VAL 05 ☐ Accept diversity as natural and inevitable. 0 0 0 0 0

UNIT THEME 4.A: STUDYING THE EARTH - OUR HOME

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*NAT 05 Demonstrate understanding of the concept of regions.

Skills Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 03 Use number and letter coordinates (grids) to identify and locate places on illustrations and maps.

MAP 04 Use longitude and latitude to identify and locate places on maps and globes.

MAP 08 Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes.

MAP 10 Demonstrate use of map keys (legends) to interpret pictorial and abstract symbols and colors representing natural and cultural information on maps and globes.

MAP 11 Interpret information given on "special purpose" maps and globes (ie., climate, landforms, populations, etc.).

MAP 12 Demonstrate understanding of the relationship between latitude and the earth's climate.

MAP 13 Identify examples of different types of land and water forms (i.e., continents, islands, oceans, lakes, etc.) on maps and globes.

MAP 16 Determine the distance between two points on maps and globes using scale.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts or tables.

4.A (con't)

Skills Objectivesto be Emphasized (continued)

C&G 03 Interpret and organize information on circle graphs.

TIM 04 Interpret and organize information on timelines.

COG 02 Compare, classify, and categorize information.

MAIN IDEAS

As we study the earth and its people, we use many tools to communicate facts and information (maps, globes, charts, graphs, timelines, etc.).

The earth's relationship to the sun affects life on earth.

Areas of the earth are categorized into regions according to various criteria such as climate, types of land, man-made boundaries, etc.

A region is an area that has one or more dominant characteristics.

An area may fall into a number of different kinds of regional classifications.

CONCEPTS

Location
Symbolization
Chronology
Latitude
Regions
Landforms
Direction
Scale
Longitude
Cause and Effect
Climate

UNIT OBJECTIVES

Demonstrate understanding that a globe is a model of the earth.

Compare information found on a globe to that on a map of the world.

Describe the kinds of information presented on various types of special purpose maps.

Identify and locate the continents and oceans on maps and globes.

UNIT OBJECTIVES (continued)

Demonstrate understanding of the earth's relationship to the sun and the other planets of our solar system.

Identify ways in which the sun affects life on earth (providing life-giving forces of heat, light, energy; its role in the change of seasons, day and night, climate, etc.).

Demonstrate understanding of the relationship between latitude and climate.

Identify the major climate regions of the U.S.

Identify the different types of landforms that make up the earth's surface (mountains, plains, etc.).

Identify the landform regions of the U.S.

Identify political regions of North America.

Differentiate between natural and political regions.

Demonstrate understanding that a single area may belong to several different regional classifications.

Identify characteristics of the region in which you live.

Identify the kind of region in which you live based on observable characteristics.

Demonstrate understanding of the concept of region by differentiating between examples and non-examples.

RESOURCES

Textbooks: Scott Foresman: Regions of Our Country and Our World (Level 4) Unit 1; Chapter 2

America, Past and Present (Level 5) Unit 1

Laidlaw: Living in World Regions Unit 1

Living in Our Country (Level 5) Unit 1

UNIT THEME 4.B: NATURAL REGIONS OF THE U.S. DETERMINED BY CLIMATE

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*NAT 04 Identify the following characteristics of U.S. regions:

- o Geographic (climate, land-forms, resources).
- o Economic (land use, production-resource regions).
- o Cultural (shared cultural identity, language, religion, etc.).

*NAT 05 Demonstrate understanding of the concept of regions by differentiating examples from non-examples.

*NAT 06 Describe human dependence on the natural environment.

*ECO 10 Identify ways in which transportation and communication maintain economic interdependencies among American communities and regions.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 04 Use longitude and latitude to identify and locate places on maps and globes.

MAP 08 Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

MAP 12 Demonstrate understanding of the relationship between latitude and the earth's climate.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

COG 02 Compare, classify, and categorize information.

4.B (con't)

MAIN IDEAS

The earth may be divided into natural regions, some of which are determined by climate.

The climate and physical characteristics of each natural region influence the plant and animal life of that region.

The climate and physical characteristics of each natural region influence the cultural institutions of the people who live there.

Man is dependent upon the natural environment.

Different groups of people may adapt differently to similar environments.

CONCEPTS

Environment
Landforms
Culture
Adaptation
Interdependence
Scarcity
Climate
Resources
Needs
Technology
Change

UNIT OBJECTIVES

Identify the major climate regions of North America and the earth.

Identify the major landform regions of North America and the earth.

Explain the relationship between latitude and climate.

Describe how other factors such as landforms, winds, and bodies of water affect climate.

Identify characteristics of land and climate, plant and animal life, of a cold climate region such as northern Alaska.

Describe ways in which culture groups such as the Eskimos adapted to the land and climate of a harsh environment to satisfy needs and wants.

UNIT OBJECTIVES (continued)

Compare contemporary life (lifestyes, occupations, satisfaction of needs and wants, etc.) in cold climate regions of the U.S. and of the world.

Describe methods of transportation used in cold climates and the importance of its role there.

Identify characteristics of land, climate, plant and animal life of a hot, dry region of the U.S. such as the American southwest.

Describe ways in which culture groups such as the American Indians adapted to the land and climate of a desert environment to satisfy needs and wants.

Compare contemporary life of communities in the American Southwest to that of communities in other hot, dry climates around the world.

Identify characteristics of land, climate, plant and animal life of a hot, wet region such as the Hawaiian Islands.

Describe ways in which culture groups such as the Polynesians adapted to the land and climate of the Hawaiian Islands.

Compare contemporary life in Hawaii with that of life in another hot, wet region of the world.

Describe methods of transportation used in the Hawaiian Islands and the importance of its role there today.

RESOURCES

Textbooks: Scott Foresman: Regions of Our Country and Our World (Level 4) Unit 1 chapters 2 and 3 Unit 5

America, Past and Present (Level 5) Unit 1

Laidlaw: Living in World Regions (Level 4) Units 2, 3, and 4

Living in Our Country (Level 5) Unit 1

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UNIT THEME 4.C: NATURAL REGIONS OF THE US: REGIONS DETERMINED BY TYPE OF LAND

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*NAT 04 Identify the folowing characteristics of U.S. regions:

- o Geographic (climate and landform regions).
- o Economic (land use, production, etc.).
- o Cultural (shared cultural identity, language, religion).

*NAT 05 Demonstrate understanding of the concept of regions by differentiating examples from non-examples.

*NAT 06 Describe human dependence on the natural environment.

Skills Objective to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 08 Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

MAP 13 Identify examples of different types of land and water forms (continents, islands, oceans, lakes, etc.) on maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

C&G 03 Interpret and organize information on circle graphs.

COG 02 Compare, classify, and categorize information.

4.C (con't)

MAIN IDEAS

The earth may be divided into natural regions, some of which are determined by type of land (landforms).

The climate and physical characteristics of each natural region influence the plant and animal life of that region.

The climate and physical characteristics of each natural region influence the cultural institutions of the people who live there.

Man is dependent upon the natural environment.

The United States consists of varied natural regions.

Different groups of people may adapt differently to similar enviroments.

CONCEPTS

Environment	Landforms
Resources	Culture
Needs	Adaptation
Technology	Change
Scarcity	Interdependence

UNIT OBJECTIVES

Identify the major landform regions of North America and the earth.

Locate the interior plains regions of the United States on a special purpose map.

Describe physical characteristics of land and climate, plant and animal life of the interior plains regions of the U.S.

Describe ways in which American Indians adapted to the natural environment of the interior plains to satisfy needs and wants.

Compare contemporary life (lifestyles, occupations, satisfaction of needs and wants, etc.) of the interior plains of the U.S. to that of life in plain regions in other parts of the world.

Describe methods of transportation used in the U.S. interior plains region and the importance of its role there.

4.C (con't)

UNIT OBJECTIVES (continued)

Locate the plains region of the U.S. on a special purpose coastal map.

Describe the physical characteristics of land, climate, plant and animal life of the coastal plains regions of the U.S.

Describe methods of transportation used in coastal plains regions and the importance of its role there.

Locate mountain regions of the U.S. on a special purpose map.

Describe physical characteristics of land, climate, plant and animal life of the mountain regions of the US.

Describe ways in which American Indians adapted to the natural environment of the mountain regions to satisfy needs and wants.

Compare contemporary life of mountain regions of the U.S. to that of life in mountain regions in other parts of the world.

Describe methods of transportation used in the mountain regions of the U.S. and the importance of its role there.

Demonstrate understanding that different groups may adapt differently to similar enviroments.

Describe the criteria used to classify an area as a natural region vs. a political region.

Locate your home state on a political map of the U.S.

Describe the physical characteristics of land, climate, plant and animal life of your immediate environment.

Identify the natural regions to which your own environment belongs.

Demonstrate understanding of the concept of regions by differentiating between examples and non-examples.

RESOURCES

Textbooks: Scott Foresman: Regions of Our Country and Our World (Level 4) Unit 1 chapters 2 and 3

America, Past and Present (Level 5) Units 1 and 2 chapter 4

4.C (con't)

RESOURCES (continued)

Laidlaw:	Living in World Regions (Level 4) Units 5 and 6
Allyn & Bacon	Agriculture - People and the Land (Level 4) chapters 3 through 7

UNIT THEME 4.D: TRADITIONAL/CULTURAL REGIONS OF THE U.S.

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*NAT 04 Identify the following characteristics of U.S. regions:

- Geographic (climate, landforms).
- Economic (land use, production).
- Political (the state, groups of states).
- Cultural (shared cultural identity, language, religion).

*NAT 05 Demonstrate understanding of the concept of regions by differentiating examples from non-examples.

ECO 10 Identify ways in which transportation and communication maintain economic interdependencies among American communities and regions.

Skills to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 08 Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

MAP 13 Identify examples of different types of land and water forms (continents, islands, oceans, lakes, etc.) on maps and globes.

MAP 16 Determine the distance between two points on maps and globes using scales.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

C&G 03 Interpret and organize information on circle graphs.

4.D (con't)

Skills Objectives to be Emphasized (continued)

COG 02 Compare, classify, and categorize information.

MAIN IDEAS

The United States is made up of diverse traditional/cultural regions, generally known as the northeast, the south, the north central, the southwest, the Rocky Mountains, the west, or similar classifications.

Cultural traditional regions of the U.S. are areas in which the way of life has been shaped by shared traditions, customs, economics, beliefs, and values.

The natural environment affects the economy and way of life in a region.

Each region is known for distinct geographic, economic, social, and cultural characteristics.

Economic interdependence exists within and among the regions of our country.

CONCEPTS

Region
Climate
Population
Resources
Technology
Culture
Interdependence
Location
Landforms
Size
Industry
Adaptation
Institutions

UNIT OBJECTIVES

Note: The following objectives are applicable to the study of any region including the northeast, the south, the north cental states, the southwest, the Rocky Mountain states, and the west, and should be utilized consistently to facilitate comparision of regional information and the development of concepts.

Identify the states that make up the region on a political map.

4.D (con't)

UNIT OBJECTIVES (continued)

Identify physical characteristics of landforms and climate specific to the region (elevation, topography, bodies of water, temperature, rainfall, etc.).

Describe plant and animal life specific to the region.

Identify and chart levels and locations of population density in a region.

Describe ways in which the people of a region utilize its natural resources to satisfy needs and wants.

Describe communication systems utilized within and among regions and the importance of communication to a region.

Describe the forms of transportation used in a given region and the importance of its role there (how goods and people are moved).

Describe economic interdependencies between states within the region and among other regions.

Identify and locate special points of interest in a region.

Decribe ways in which the region has changed over many years. (economic changes, population shifts, etc.)

Describe problems issued specific to a given region.

Predict ways in which the region will change in the future.

Compare data according to given criteria relating to one or more regions.

Differentiate between examples and non-examples of regions of the U.S.

RESOURCES

Textbooks: Scott Foresman: Regions (Level 4) Unit 3 Chapters 9 - 13

Laidlaw: Living in Our Country (Level 5) Unit 2 chapters 3-8

UNIT THEME 4.E: RESOURCES: USING THE GIFTS OF THE EARTH

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*NAT 06 Describe human dependence on the natural environment.

NAT 07 Demonstrate understanding that natural resources are limited and cannot satisfy all people's wants and needs.

NAT 08 Describe the effects of different types of pollution on people and the environment.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

C&G 03 Interpret and organize information on circle graphs.

COG 02 Compare, classify, and categorize information.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

MAIN IDEAS

People are dependent on the natural environment and cannot survive without clean air, land, and water.

Resources of the earth help people satisfy their needs and wants.

Due to population growth, human needs and wants may exceed the natural resources available.

4.E (con't)

MAIN IDEAS (continued)

Natural resources (land, water, air, minerals, plant and animal life, etc.) are limited and must be used carefuly and conserved.

Human activities can endanger the natural environment through air, land and water pollution, and other abuses.

People must cooperate to solve problems related to the use and conservation of natural resources.

CONCEPTS

Resources	Scarcity
Decisions	Cooperation
Conservation	Recycle
Interdependence	Responsibility
Industrialization	Cause and Effect
Pollution	

UNIT OBJECTIVES

Classify natural resources according to various criteria (animal/mineral/vegetable, air/land/water, renewable/non-renewable, etc.)

Describe ways in which consumers use natural resources.

Describe ways in which producers use natural resources to produce goods or provide services.

Describe your own dependence on natural resources.

Predict consequences of shortages of air, water, land, or other resources.

Identify the advantages of conserving U.S. resources.

Describe problems related to the collection and use of natural resources (strip mining, erosion, extinction, pollution, etc.).

Identify human activities that endanger the air, water, or land and plant and animal resources (growth of cities, use of automobiles, disposal of waste materials, energy consumption, etc.).

UNIT OBJECTIVES (continued)

Demonstrate understanding that air pollution and the pollution of oceans endangers resources and people beyond local or national boundaries.

Identify the personal and global consequences of different forms of pollution.

Demonstrate understanding that human actions affect the environment of the earth.

Hypothesize about the kinds of world-wide cooperation needed to protect the resources of the earth.

Identify ways in which everyone can contribute towards the conservation and intelligent use of resources.

RESOURCES

Textbooks: Laidlaw: Living in World Regions (Level 4)
Unit 7

UNIT THEME 4.F: POLITICAL REGIONS - GOVERNMENT IN AMERICA

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

CIT 06 Differentiate the purposes, structures, and functions of federal, state, and local forms of government in America.

*NAT 04 Identify the political characteristics of U.S. regions (the state or group of states as political regions).

Skills to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 08 Demonstrate understanding of cardinal and intermediate directions used to describe locations, areas, or routes on maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

C&G 03 Interpret and organze information on circle graphs.

COG 02 Compare, classify, and categorize information.

PRB 01 Recognize the need for decisions or solutions to problems.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

PRB 04 Adopt a solution or act on a decision.

PRB 05 Evaluate the effectiveness of an action or decision.

MAIN IDEAS

Government in America is managed at the federal, state, county, and local levels, each having jurisdiction for a political region, the nation, the state, the county, and the city or town.

Each level of government must make laws, solve problems, and respond to issues that affect its political region.

People in America participate in the making of rules and laws by which they are governed, either by representatives or through direct vote.

Each level of government is organized so that it may fulfill certain functions that provide services to the people and conduct the business of that political region.

Leaders and government representatives make decisions that affect the people who live within that political region.

CONCEPTS

- Government
- Federal
- Local
- Leadership
- Decision-making
- Power
- Democracy
- State
- Checks and Balances
- Responsibility
- Rights

UNIT OBJECTIVES

Explain why people need a national government (purpose).

Identify some of the powers, duties, and responsibilities of the federal government.

Explain the structure of the federal government and the functions of each of the three main branches of government.

Demonstrate understanding of the concept of checks and balances.

Identify reasons that motivated the authors of the U.S. Constitution to design a plan of government with a system of checks and balances.

UNIT OBJECTIVES (continued)

Explain the purpose and significance of the U.S. Constitution and the Bill of Rights.

Describe how laws are made at the national level.

Give examples of decisions that must be made by government leaders.

Explain the purpose of state governments.

Identify some of the powers and responsibilities of state government.

Identify the structure of your state government.

Identify the leaders and representatives in your state government.

Describe how laws are passed in your state government.

Explain why people need local government.

Identify the powers and responsibilities of local governments.

Identify the structure of your local government.

Identify leaders and representatives in your local government.

Give examples of decisions that must be made by local government leaders.

Describe how laws are passed in your local government.

Compare the duties and responsibilities of federal, state, and local governments.

Describe a citizen's responsibility toward government.

Describe ways in which citizens can influence decisions of government representatives.

4.F (con't)

RESOURCES:

Textbooks: Scott Foresman: Regions (Level 4) Unit 4
Chapters 14, 15, 16, and 17

City, Town, and Country (Level 3)
Unit 4 chapters 11 and 12

Laidlaw: Living in Communities (Level 3)
Unit 5 chapter 9

Other: Essential Learning for Social Studies (Grade 4) Unit 1
Prince Georges County Government, Prince Georges County Public Schools, Upper Marlboro, MD, 1984.

LEVEL 5: OVERVIEW

UNDERSTANDING AMERICA PART 1

At Level 5, students study the development of America to the close of the 19th century. Key concepts throughout this historical period are cultural diversity, conflict, and change.

Early study compares the cultures of various groups of Native Americans, and how they adapted to the varied environments of North America. With the advent of the "Age of Exploration," students examine the reasons that led explorers to venture into the unknown, and the motivations of different groups of European settlers who followed.

The study of the values and institutions that governed life in early American communities provides an excellent contrast to those of the Native Americans, and to life in America today. This reinforces the concept of cultural diversity and the potential for cultural conflict. This important theme of conflict among people with differing goals and values continues through the study of the American Revolution and the Civil War.

The Civil War era may also serve as a focus for study of the history of Black Americans.

The Post-Civil War period represents continued growth and change in America, both geographically and economically. Students should examine the causes and effects of western expansion, such as the impact of western settlement on the American Indians.

Students should recognize the economic and social effects of 19th century industrialization such as accelerated growth coupled with exploitation of children, immigrants, and other workers.

Finally, students examine the causes and effects of the first "wave" of immigrants to reach the U.S., and the changing population patterns within this country near the close of the 19th century.

UNIT THEMES		OBJECTIVES
5.A.	"Native Americans And Early Explorers"	CUL 05, HIS 02
5.B.	"Conflict or Cooperation - The Clash of Cultures"	HIS 03, CUL 06
5.C.	"A Nation Born in Conflict"	*HIS 04, *CIT 07
5.D.	"Conflict - A Nation Torn Apart"	*HIS 04, *HIS 05
5.E.	"Moving West"	HIS 06
5.F.	"America Changes And Grows"	HIS 07, HIS 08, *CUL 06

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

LEVEL 5	"Understanding America Part 1"	KEY	Not Taught Partially Learned Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

CUL 05 ☐ Compare cultural attributes of various native North American peoples.

HIS 02 ☐ Demonstrate understanding of the concept of exploration in terms of early explorers of North America and modern day explorers.

HIS 03 ☐ Identify attributes of the concepts of conflict and cooperation within the context of Native American peoples and European settlers.

* HIS 04 ☐ Identify attributes of the concept of conflict as found in the American Revolution and the Civil War.

* HIS 05 ☐ Describe the institution of slavery in terms of origins, conditions under which slaves lived and worked, and the abolition movement.

HIS 06 ☐ Identify causes and effects of 19th century western expansion.

HIS 07 ☐ Identify causes and effects of 19th century industrialization.

HIS 08 ☐ Identify causes and effects of 19th and 20th century immigration and migration.

* CIT 07 ☐ Identify the origins, structure, and functions of the American federal government.

* CUL 06 ☐ Demonstrate understanding that American culture is made up of diverse cultural groups.

SKILLS OBJECTIVES

MAP 02 ☐ Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes. 0 0 0 0 0

MAP 08 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes. 0 0 0 0 0

MAP 11 ☐ Interpret information given on special purpose maps and globes, (i.e. climate, land forms, population, etc.) 0 0 0 0 0

Level 5 - Skills Objectives (continued)

MAP 08 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes. 0 0 0 0 0

MAP 11 ☐ Interpret information given on special purpose maps and globes, (i.e. climate, land forms, population, etc.) 0 0 0 0 0

MAP 16 ☐ Determine the distance between two points on maps and globes using scale. 0 0 0 0 0

MAP 17 ☐ Make scale maps and models. 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

C&G 03 ☐ Interpret and organize information on circle graphs. 0 0 0 0 0

C&G 04 ☐ Interpret and organize information on line graphs. 0 0 0 0 0

TIM 01 ☐ Demonstrate understanding of terms for units of time (hours, days, years, etc.), relative positions of time (yesterday, next week, etc.), and temporal relationships (now/later, before/after, etc.). 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

TIM 03 ☐ Demonstrate ability to sequence units of time. 0 0 0 0 0

TIM 04 ☐ Interpret and organize information on timelines. 0 0 0 0 0

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

COG 04 ☐ Create hypotheses. 0 0 0 0 0

COG 05 ☐ Use criteria for making evaluations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for decisions or solutions to problems. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of action. 0 0 0 0 0

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of the action or decision. 0 0 0 0 0

Level 5 - Skills Objectives (continued)

MAP 16 ☐ Determine the distance between two points on maps and globes using scale. 0 0 0 0 0

MAP 17 ☐ Make scale maps and models. 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

C&G 03 ☐ Interpret and organize information on circle graphs. 0 0 0 0 0

C&G 04 ☐ Interpret and organize information on line graphs. 0 0 0 0 0

TIM 01 ☐ Demonstrate understanding of terms for units of time (hours, days, years, etc.), relative positions of time (yesterday, next week, etc.), and temporal relationships (now/later, before/after, etc.). 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

TIM 03 ☐ Demonstrate ability to sequence units of time. 0 0 0 0 0

TIM 04 ☐ Interpret and organize information on timelines. 0 0 0 0 0

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

COG 04 ☐ Create hypotheses. 0 0 0 0 0

COG 05 ☐ Use criteria for making evaluations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for decisions or solutions to problems. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of action. 0 0 0 0 0

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of the action or decision. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the role of leader and follower. 0 0 0 0 0

PAR 03 ☐ Participate in rule-making and enforcing. 0 0 0 0 0

PAR 04 ☐ Negotiate to resolve conflicts. 0 0 0 0 0

Level 5 Skills Objectives (continued)

R&W 01 ☐ Note and follow written directions. 0 0 0 0 0

R&W 02 ☐ Use information from textual aids to further comprehension. 0 0 0 0 0

R&W 03 ☐ Observe and discuss relationships such as cause effect, class, general specific, place, sequence, time. 0 0 0 0 0

R&W 04 ☐ Write to record information for personal use and for practical, functional purposes. 0 0 0 0 0

R&W 05 ☐ Write to inform others, to give a detailed account of an event or experience. 0 0 0 0 0

R&W 06 ☐ Summarize reading passages into statements that express the main idea. 0 0 0 0 0

R&W 07 ☐ Identify supporting ideas. 0 0 0 0 0

R&W 08 ☐ Write to persuade or influence the reader's thoughts and or actions. 0 0 0 0 0

R&W 09 ☐ Write information in an objective expository manner, analyzing the subject matter, and explaining it or presenting it in detail. 0 0 0 0 0

INF 01 ☐ Identify a purpose for information gathering. 0 0 0 0 0

INF 02 ☐ Formulate questions appropriate for obtaining information from sources. 0 0 0 0 0

INF 03 ☐ Identify sources of information appropriate to the task: people, books, maps, newspapers, etc. 0 0 0 0 0

INF 04 ☐ Distinguish between relevant and irrelevant sources. 0 0 0 0 0

INF 05 ☐ Record observations and information obtained from sources. 0 0 0 0 0

INF 06 ☐ Locate information by using information search and reference skills such as: card catalogs, Reader's Guide, TDD information services, etc. 0 0 0 0 0

INF 07 ☐ Use more than one source to gain information. 0 0 0 0 0

INF 08 ☐ Arrange information in usable forms (sequence events, classify information according to criteria, summarize and outline). 0 0 0 0 0

INF 09 ☐ Present information (written reports, research papers, classroom presentations, etc.). 0 0 0 0 0

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

VAL 02 ☐ Recognize the existence of alternative perspectives. 0 0 0 0 0

Level 5 Skills Objectives (continued)

VAL 03 ☐ Project self into alternative perspective. 0 0 0 0 0

VAL 04 ☐ Consider and act in response to the interest and welfare of others. 0 0 0 0 0

VAL 05 ☐ Accept diversity as natural and inevitable. 0 0 0 0 0

UNIT THEME 5.A: NATIVE AMERICANS AND EARLY EXPLORERS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

CUL 05 Compare cultural attributes of various native North American peoples.

HIS 02 Demonstrate understanding of the concept of exploration in terms of early explorers of North America and modern day explorers.

Skill Objectives to be Empasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 08 Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, and routes on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 04 Interpret and organize information on timelines.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

MAIN IDEAS

Early groups of native American peoples settled in varied environments throughout North and South America.

The ways in which native Americans adapted to their environments led to the development of their individual cultures.

People explore new frontiers for a variety of reasons.

Interest in trade with Asia led European nations to seek new trade routes, resulting in the discovery, exploration, and settlement of the "New World."

5.A (con't)

CONCEPTS

Environment	Culture
Adaptation	Needs
Exploration	Trade
Diversity	

UNIT OBJECTIVES

Identify geographic characteristics (climate, landforms, resources) of regions of North America settled by various groups of native Americans.

Describe ways in which groups of native Americans adapted to their environments and made use of available resources to satisfy needs and wants.

Describe ways in which the environment influenced the development of certain values, beliefs, and customs of various groups of native Americans.

Describe the basic institutions that governed life for various American Indian societies, (economics, family life, education, governance, religion, social structure, etc.).

Compare the cultural attributes of two or more groups of native American peoples and suggest reasons for differences.

Identify motives and emotions associated with exploring something unknown. (curiosity, adventure, need, excitement, fear, wonder, etc.).

Identify the motives of 15th and 16th century explorers of North America.

Describe methods of travel and hardships faced by early explorers.

Describe the effects of European exploration of North America on native Americans and on people and nations of Europe.

Identify instances of modern day exploration and discovery.

Compare attributes of 16th century exploration with modern day exploration (frontiers, motivations, technology, hardships, effects, etc.).

5.A (con't)

RESOURCES

Textbooks: Scott Foresman: America Past and Present (Level 5)
Unit 2 Chapters 4 and 5

Regions of Our Country and Our World
(Level 4) Unit 1 Chapters 3 and 4

Laidlaw: Living in Our Country (Level 5)
Unit 3 Chapters 9, 10, and 11

UNIT THEME 5.B: CONFLICT OR COOPERATION, THE CLASH OF CULTURES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

HIS 03 Identify attributes of the concepts of conflict and cooperation within the context of native American peoples and European settlers.

CUL 06 Demonstrate understanding that American culture is made up of diverse cultural groups.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 04 Interpret and organize information on timelines.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 03 Project self into alternative perspective.

MAIN IDEAS

Different groups create different cultural institutions to satisfy the same basic needs.

American Indians and European settlers lived by vastly different cultural institutions.

Cultural diversity may lead to conflict between groups.

Cooperation is an alternative to conflict when groups accept cutural differences.

5.B (con't)

CONCEPTS

Cultural	Diversity	Institutions
Cooperation	Conflict	

UNIT OBJECTIVES

Describe the basic institutions that governed life for various groups of American Indians (economics, governance, religion, education, family life, etc.).

Describe the reasons why groups of European settlers came to North America.

Describe the basic institutions that governed life for groups of early European settlers. (economics, governance, religion, education, family life, etc.).

Compare the cultural institutions of the Indian cultures with those of the European cultures.

Identify examples of cooperation between Indians and settlers.

Identify causes of conflict between the Indians and the settlers.

Explain how differing values can lead to conflict between cultures.

Suggest ways to resolve cultural conflicts.

Describe the consequences of conflict between the Indians and the settlers.

Compare attributes of settlements in the New England, Middle, and Southern colonies (geographic characteristics, people who settled, reasons for settling, beliefs and values, economic activity, government, etc.).

RESOURCES

Textbooks: Scott Foresman: America Past and Present (Level 5) Unit 2 Chapter 6

Regions of Our Country and Our World (Level 4) Unit 1 Chapter 4

Laidlaw: Living in Our Country Unit 4 Chapters 12 and 13

UNIT THEME 5.C: A NATION BORN IN CONFLICT

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*HIS 04 Identify attributes of the concept of conflict as found in the American Revolution.

*CIT 07 Identify the origins, structure, and functions of the american federal government.

Skills to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 04 Interpret and organize information on timelines.

COG 02 Compare, classify, and categorize information.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

MAIN IDEAS

Conflict occurs when two parties disagree about basic values.

Conflict can be resolved in a number of ways, one of which is violence.

The American Revolution developed because of social, economic, and political differences between the Americans and the British government over rights and responsibilities of the colonists.

Because the Revolution was a success, the Americans won the right of self-government.

The Constitution, created as a plan of self-government for the new nation, has endured throughout the history of the U.S.

5.C (con't)

CONCEPTS

Confict
Representation
Rights
Independence
Democracy
Checks and Balances
Government
Power
Responsibilities
Revolution
Branches of Government

UNIT OBJECTIVES

Identify the attributes of conflict (two parties; disagreement over rights, responsibilities, behavior, values, space, resources, etc.)

Describe personal experiences and hypothetical situations that contain elements of conflict.

Describe ways in which conflict may be resolved.

Identify the issues of conflict between the American colonists and the British.

Describe ways in which the colonists and the British attempted to resolve their conflicts.

Identify examples of mutual needs that led the 13 colonies to begin to function as a unified group.

Identify the main ideas in the Articles of Confederation.

Define the purpose of government as seen by the authors of the Constitution.

Identify the powers and responsibilities of the three branches of the federal government.

Describe the system of checks and balances by which the three branches of government must interact.

Describe the method of representation established for U.S. citizens through the legislative branch of the federal government.

Identify reasons for the three branches of government and the system of checks and balances as written in the Constitution.

Describe the Bill of Rights and explain why it was added to the Constition.

5.C (con't)

UNIT OBJECTIVES (continued)

Sequence the main political and military events that transformed the 13 colonies into a new nation.

Compare the territorial claims on a political map of North America before and after the American Revolution.

Demonstrate understanding that the plan of government established by the Constitution has endured and continues to serve us today.

RESOURCES

Textbooks: Scott Foresman: America, Past and Present (Level 5) Unit 3 Chapters 8,9,10, and 11

Regions of Our Country and Our World (Level 4) Unit 2 Chapter 5

Laidlaw: Living in Our Country (Level 5) Unit 4 Chapters 14 and 15

Other: Essential Learning for Social Studies, (Grade 5) Unit III "Our Constitutional Government" Prince Georges County Public Schools, Upper Marlboro, MD, 1984.

UNIT THEME 5.D: CONFLICT - A NATION TORN APART

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*HIS 04 Identify attributes of the concept of conflict as found in the American Civil War.

*HIS 05 Describe the institution of slavery in terms of origins, conditions under which slaves worked and lived, and the abolition movement.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 04 Interpret and organize information on timelines.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 03 Project self into alternative perspectives.

MAIN IDEAS

The conflict between the American north and south was a dispute between two regions which had developed different lifestyles, economies, and political philosophies.

The north was urban and industrial and used social institutions that supported equalitarianism; the north supported a strong national government and a weak state government.

The south was rural and agricultural and used social institutions based on caste and on slavery; the south favored strong state governments and a weak national government.

5.D (con't)

CONCEPTS

Conflict
Sectionalism
Secession
Civil War
Slavery
States Rights
Abolition

UNIT OBJECTIVES

Identify the attributes of a conflict situation (two parties; disagreements over behavior, values and beliefs, land, resources, power, etc.).

Contrast the social, political, and economic institutions of the north and south prior to the Civil War.

Describe how and why Africans were pressed into slavery.

Describe the physical and social conditions under which slaves lived and worked.

Identify people and organizations that fought against slavery in the abolition movement.

Describe attempts to resolve north/south conficts before the start of the war.

Describe the political, economic, and social impact of the north's victory in the Civil War, for both the north and the south.

Describe the impact of the north's victory on the institution of slavery, and the role of Black people in America.

Assess the extent to which the Civil War resolved the conflicts between the north and south.

RESOURCES

Textbooks: Scott Foresman: America, Past and Present (Level 5)
Unit 4 Chapters 15 and 16

Laidlaw: Living in Our Country (Level 5)
Unit 5 Chapters 17 and 18

UNIT THEME 5.E: MOVING WEST

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

HIS 06 Identify causes and effects of 19th century western expansion.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

TIM 04 Interpret and organize information on timelines.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 03 Project self into alternative perspectives.

MAIN IDEAS

Throughout the 19th century, Americans migrated and settled the western frontiers of our country.

People moved to the west for various motives, including the opportunities to own land, to start a new life, to find gold, and adventure.

Key events and technological advancements in transportation fueled the westward movement.

Americans came to believe it was their destiny to spread their culture and ideas, and to control the lands that made up continental U.S.

The values, beliefs, and customs of Indian cultures were vastly different from those of the white settlers.

The conficts between Indians and settlers resulted in continual abuse of the Indians' rights and a systematic attempt to destroy Indian culture.

5.E (con't)

CONCEPTS

Exploration
Expansion
Technology
Manifest Destiny
Migration
Conflict
Transportation

UNIT OBJECTIVES

Demonstrate understanding of key events in the process of exploration and land acquisition throughout periods of the 19th century.

Identify the various motives of people who moved to the west.

Describe ways in which the natural environment of various regions of the U.S. helped or hindered the pioneers traveling west.

Describe the methods by which people travelled to new lands in the west.

Describe the importance of rivers and waterways and the role they played in opening the west.

Describe the lifestyle of the pioneers.

Compare and constrast the cultural institutions of Indian groups to those of the western pioneers and settlers.

Identify the causes of conflict between the Indians and the settlers.

Hypothesize about ways in which the conficts between the Indians and settlers could have been resolved.

Describe the effects on Indian culture of legislation such as the Resettlement Acts and the creation of the reservation system.

Describe the role of transportation and communication systems in settling the west.

RESOURCES

Textbooks: Scott Foresman: America, Past and Present (Level 5)
Unit 4 Chapters 12 and 14
Unit 5 Chapter 18

5.E (con't)

RESOURCES (continued)

Regions of Our Country and Our World
(Level 4) Unit 2 Chapter 6

Laidlaw: Living in Our Country (Level 5)
Unit 5 Chapters 16 and 17

UNIT America's Diverse People Move West
grade 5 P.G. County Public Schools,
84-85

Other: The Westward Movement, 1983, a fifth grade social studies unit and resource book.
Available from:

Department of Educational Services,
Office of Elementary Education,
Fairfax County Schools
3705 Crest Drive
Annadale, VA 22003

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UNIT THEME 5.F: AMERICA CHANGES AND GROWS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

HIS 07 Identify causes and effects of 19th century industrialization.

HIS 08 Identify causes and effects of 19th and 20th century immigration and migration.

*CUL 06 Demonstrate understanding that American culture is made up of diverse cultural groups.

Skills Objectives to be Emphasized

MAP 11 Interpret information given on special purpose maps and globes.

C&G 02 Interpret and organize information on charts or tables.

C&G 04 Interpret and organize information on line graphs.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 04 Interpret and organize information on timelines.

Values Objectives

VAL 01 Describe the thoughts and feelings of others.

VAL 03 Project self into alternative perspectives.

VAL 05 Accept diversity as natural and inevitable.

MAIN IDEAS

During the late 1800s, many factors contributed to the growth of industry and big business in America.

The growth of industry and big business resulted in many benefits for the American people, and created many problems as well.

As America became more industrialized, it became more urbanized, as seen in the growth of America's cities.

5.F (con't)

MAIN IDEAS (continued)

In the decades following the Civil War, America was a nation where people of many different cultures, races, and social groups were learning to live in a place of rapid change, development, and diversity.

CONCEPTS

Industry	Technology
Urbanization	Immigration
Migration	Cultural Diversity
Change	Conflict

UNIT OBJECTIVES

Describe the factors that contributed to the growth of industry in America (natural resources, available work force, improved technology and inventions, government assistance, leadership, transportation systems, etc.).

Identify 19th century inventions and technological advances that contributed to change in America.

Identify the things needed to start a factory and the rationale for doing so (such as capital, money and machines, labor, a market for the product, etc.).

Describe the new labor force of immigrants and migrants in terms of their home countries or previous lives, their motives for coming to America and settling in U.S. cities, and the major places they settled.

Describe some of the problems facing immigrants who settled in America and ways in which they worked to resolve them.

Describe ways in which America has changed as a result of large-scale immigration (contributions of cultural groups, etc.).

Describe positive and negative effects of industrialization (including social effects of child labor, slums, poor working conditions, and pollution).

Contrast work in the home or on the farm with daily life in a late 19th century factory, mill, or mine.

5.F (con't)

UNIT OBJECTIVES (continued)

Describe social conflicts that developed as America grew and changed (labor vs. business, citizens vs. corrupt political machines, social discrimination, cultural conflict, etc.).

Describe how a community changes over time as a result of industrialization and urbanization. (Use Pittsburgh, Detroit, Chicago, New York, etc., as examples.)

RESOURCES

Textbooks:	Scott Foresman:	America, Past and Present (Level 5) Units 4 and 5 Chapters 13,18,19, and 20
		Regions of Our Country and Our World (Level 4) Unit 2 Chapter 8
	Laidlaw:	Living in Our Country (Level 5) Unit 5 Chapter 19

BOOKS:

Jean Slobodzian, Outreach, Pre-College Programs, Gallaudet College: Our Statue of Liberty, 1985.

Videocassette: The Statue of Liberty. Eliss Island Foundation, Inc., The Statue of Liberty, 1984

LEVEL 6: OVERVIEW

UNDERSTANDING AMERICA PART 2

At Level 6, students focus on 20th century American history and trace the events and issues that have led to and are part of contemporary American society. As in Level 5, major themes include diversity, conflict, and change.

One major focus should be on the diverse groups that weave the fabric of American life. Starting with a study of the influx of immigrants as this century began, and continuing through an examination of the role of workers, women, blacks, and handicapped Americans, students learn that their struggle for equal rights has benefitted the nation as a whole.

A second focus should include conflict in the global community with an in depth study of the causes of World War II and its aftermath, that resulted in the emergence of the U.S. and USSR as super-powers in a nuclear age. Students should also explore current areas of conflict both at home and in the world community. At this level, students begin to investigate such contemporary urban, national, and international issues as the impact of technology on the natural environment. Study of the advantages and disadvantages of modern application of nuclear power would be a good example of the impact of technology on contemporary society.

Because students at Level 6 are undergoing rapid physical and emotional maturation, it is appropriate to discuss the concept of change in terms of natural life cycles, and the effects of change on one's personal and social development. Students may also examine changes that occur in family roles and relationships as family members mature and as birth, death, adoption, separation, or remarriage create new family situations.

Throughout Level 6, students continue to develop and apply skills related to maps and globes, as well as to charts and graphs.

At this point, teachers should review student competencies on map skills developed to date, utilizing map and globe skill objectives in the areas of location, direction, and symbolization.

UNIT THEMES		OBJECTIVES
6.A.	"Rights And Responsibilities"	*CIT 08, *CIT 09
6.B.	"The Quest For Equal Rights"	*HIS 11, HIS 09, *CUL 06, *CIT 09
6.C.	"Conflict in The Modern World"	*HIS 10, HIS 09
6.D.	"Technology And The Environment: Problem or Solution?"	NAT 09
6.E.	"Changes in Our Lives"	SOC 05

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

LEVEL 6	"Understanding America: Part 2"	KEY	Not Taught Partially Learned Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

HIS 09 ☐ Demonstrate understanding that historical events proceed from multiple causes.

* HIS 10 ☐ Identify attributes of the concept of conflict in the 20th century at the national and international levels.

* HIS 11 ☐ Describe 20th century equal rights movements.

* CUL 06 ☐ Demonstrate understanding that American culture is made up of diverse cultural groups.

* CIT 08 ☐ Identify the rights and responsibilities of U.S. citizens.

* CIT 09 ☐ Demonstrate understanding that within the American system of democracy, laws should protect and be applied equally to all citizens.

NAT 09 ☐ Identify the effects of technology on the natural environment.

SOC 05 ☐ Describe ways in which individuals and families change and grow as a result of maturation, divorce, remarriage, birth, death, and adoption.

SKILLS OBJECTIVES

MAP 02 ☐ Identify and locate natural and man-made (cultural) features on maps and globes. 0 0 0 0 0

MAP 04 ☐ Use longitude and latitude to identify and locate places on maps and globes. 0 0 0 0 0

MAP 08 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes. 0 0 0 0 0

MAP 11 ☐ Interpret information given on special purpose maps and globes, (climate, land forms, population, etc.) 0 0 0 0 0

MAP 13 ☐ Identify examples of different types of land and water forms (continents, islands, oceans, lakes, rivers, etc.) on maps and globes. 0 0 0 0 0

MAP 14 ☐ Demonstrate understanding of the relationship between longitude and the earth's time zones. 0 0 0 0 0

Level 6 - Skills Objectives (continued)

MAP 16 ☐ Determine the distance between two points on maps and globes using scale. 0 0 0 0 0

MAP 17 ☐ Make scale maps and models. 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

C&G 03 ☐ Interpret and organize information on circle graphs. 0 0 0 0 0

C&G 04 ☐ Interpret and organize information on line graphs. 0 0 0 0 0

TIM 01 ☐ Demonstrate understanding of terms for units of time (hours, days, years, etc.), relative positions of time (yesterday, next week, etc.), and temporal relationships (now/later, before/after, etc.). 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

TIM 03 ☐ Demonstrate ability to sequence units of time. 0 0 0 0 0

TIM 04 ☐ Interpret and organize information on timelines. 0 0 0 0 0

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

COG 04 ☐ Create hypotheses. 0 0 0 0 0

COG 05 ☐ Use criteria for making evaluations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for solutions to problems or decisions. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of action. 0 0 0 0 0

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of the action or decision. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the role of leader and follower. 0 0 0 0 0

PAR 03 ☐ Participate in rule-making and enforcing. 0 0 0 0 0

PAR 04 ☐ Negotiate to resolve conflicts. 0 0 0 0 0

Level 6 - Skills Objectives (continued)

R&W 01 ☐ Note and follow written directions. 0 0 0 0 0

R&W 02 ☐ Use information from textual aids to further comprehension. 0 0 0 0 0

R&W 03 ☐ Observe and discuss relationships such as cause effect, class, general specific, place, sequence, time. 0 0 0 0 0

R&W 04 ☐ Write to record information for personal use and for practical, functional purposes. 0 0 0 0 0

R&W 05 ☐ Write to inform others, to give a detailed account of an event or experience. 0 0 0 0 0

R&W 06 ☐ Summarize reading passages into statements that express the main idea. 0 0 0 0 0

R&W 07 ☐ Identify supporting ideas. 0 0 0 0 0

R&W 08 ☐ Write to persuade or influence the reader's thoughts and actions. 0 0 0 0 0

R&W 09 ☐ Write information in an objective expository manner, analyzing the subject matter and explaining it or presenting it in detail. 0 0 0 0 0

INF 01 ☐ Identify a purpose for information gathering. 0 0 0 0 0

INF 02 ☐ Formulate questions appropriate for obtaining information from sources. 0 0 0 0 0

INF 03 ☐ Identify sources of information appropriate to the task: people, books, maps, newspapers, etc. 0 0 0 0 0

INF 04 ☐ Distinguish between relevant and irrelevant sources. 0 0 0 0 0

INF 05 ☐ Record observations and information obtained from sources. 0 0 0 0 0

INF 06 ☐ Locate information by using information search and reference skills such as card catalogs, Reader's Guide, TDD information services, etc. 0 0 0 0 0

INF 07 ☐ Use more than one source to gain information. 0 0 0 0 0

INF 08 ☐ Arrange information in usable forms (sequence events, classify information according to criteria, summarize and outline). 0 0 0 0 0

INF 09 ☐ Present information (written reports, research papers, classroom presentations, etc.). 0 0 0 0 0

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

VAL 02 ☐ Recognize the existence of alternative perspectives. 0 0 0 0 0

Level 6 - Skills Objectives (continued)

VAL 03 ☐ Project self into alternative perspective. 0 0 0 0 0

VAL 04 ☐ Consider and act in response to the interest and welfare of others. 0 0 0 0 0

VAL 05 ☐ Accept diversity as natural and inevitable. 0 0 0 0 0

UNIT THEME 6.A: RIGHTS AND RESPONSIBILITIES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*CIT 08 Identify the rights and responsibilities of U.S. citizens.

*CIT 09 Demonstrate understanding that within the American system of democracy, laws should protect and be applied equally to all citizens.

Skills Objectives to be Emphasized

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 04 Interpret and organize information on timelines.

COG 02 Compare, classify, and categorize information.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

MAIN IDEAS

The structure of the American government was determined through the Constitution.

The Bill of Rights (the first 10 amendments to the Constitution) was added to the Constitution as a list of freedoms and rights that the government could not take away from the people.

Citizens have responsibilities as well as rights.

Ideally, laws in America should protect and be applied equally to all citizens, but the ideal of equality is not always realized.

In the last 200 years, other amendments have been added to the Constitution to further define and ensure the rights of citizens.

CONCEPTS

Rights
Amendments
Responsibilities
Equality

UNIT OBJECTIVES

Describe the development of the U.S. Constitution.

Describe the rationale that led to the addition of the Bill of Rights to the Constitution.

Describe the rights guaranteed by the original Bill of Rights.

Identify the rights defined in amendments that have been added to the Constitution since the Bill of Rights.

Describe how an amendment is added to the Constitution.

Differentiate betweem colonial citizens (people who could vote and whose rights were guaranteed -- white males who owned property) and residents who could not vote and whose rights were not guaranteed (blacks, women, Indians, people who did not own property).

Describe ways in which the amendments to the Constitution are relevant to life in America today.

Describe the legal responsibilities of U.S. citizens (to obey laws, to pay taxes, to serve as witnesses at trials, to serve on juries).

Describe other responsibilities through which citizens can protect their individual rights (to vote for responsible representatives, to keep informed on issues and to communicate opinions to representatives, to abide by court decisions, to report crimes, etc.).

RESOURCES

Textbooks:	Scott Foresman:	America, Past and Present (Level 5) Unit 3 chap. 10; Unit 6 chaps 22 & 25
	Laidlaw:	Living in Our Country (Level 5) Unit 4 chap. 15; Unit 6 chaps 22 & 23
Books:	National Center for Law and the Deaf: Gallaudet College Press	Legal Rights of Hearing Impaired People, 1984

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UNIT THEME 6.B: THE QUEST FOR EQUAL RIGHTS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*HIS 11 Describe 20th century equal rights movements.

*CUL 06 Demonstrate understanding that American culture is made up of diverse groups.

*CIT 09 Demonstrate understanding that within the American system of democracy, laws should protect and be applied equally to all citizens.

HIS 09 Demonstrate understanding that historical events proceed from multiple causes.

Skills Objectives to be Emphasized

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 04 Interpret and organize information on timelines.

COG 02 Compare, classify, and categorize information.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 05 Accept diversity as natural and inevitable.

MAIN IDEAS

America has not always granted equal rights to all citizens.

Blacks, Indians, women, workers, immigrants, and handicapped people have all been part of equal rights movements in America.

Minority groups have had to break the law in order to change the law.

Minority groups must work to influence decisions and public opinion in order to effect change.

6.B (con't)

CONCEPTS

Groups
Equal Rights
Change
Civil Rights
Minorities
Discrimination
Legislation

UNIT OBJECTIVES

Describe ways in which the rights guaranteed by the Constitution have been denied to groups of Americans.

Define "discrimination" and give examples of how groups have experienced discrimination in America on the basis of racial, ethnic, or sexual identity.

Trace the equal rights movement for Black America from the Emancipation Proclamation to the present, with special attention to the protest movements of the 1950s and 1960s.

Trace the development of labor unions with special attention to the working conditions which gave rise to the need for unions, the tactics used by union organizers and employers, and the changes in the work place which resulted from the development of unions.

Describe the women's suffrage movement, with special attention to the condition of women in the 19th century (unable to own property, to collect wages, to vote, etc.), and to changes that resulted from passage of the 19th Amendment.

Describe contemporary equal rights issues (rights for the handicapped, proposed Equal Rights Amendment, voting rights acts, etc.).

Describe issues relevant to the rights of hearing impaired persons, including recent legislation and current trends in education.

Demonstrate an understanding of the concept of equality by differentiating between examples and non-examples of equality.

6.B (con't)

RESOURCES

Textbooks:	Scott Foresman:	America, Past and Present (Level 5) Unit 6 chaps 22 & 23; Unit 5 chaps 17 & 19
	Laidlaw:	Living in Our Country (Level 5) Unit 5 chap 19; Unit 6 chaps 20,22, & 23
Books:	National Center for Law and The Deaf: Gallaudet College Press, 1984	Legal Rights of Hearing Impaired People

UNIT THEME 6.C: CONFLICT IN THE MODERN WORLD

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*HIS 10 Identify the attributes of the concept of conflict in the 20th century at the national and international levels.

HIS 09 Demonstrate understanding that historical events proceed from multiple causes.

Skills Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

TIM 04 Interpret and organize information on timelines.

PRB 01 Recognize the need for solutions to problems or decisions.

MAIN IDEAS

Conflict is usually attributed to one or more of the following causes: scarce resources, incompatible positons, opposing values.

Hitler's desire for expansion and the clash of values between Nazism and western democracies contributed to cause World War II.

Most modern conflicts are resolved without resorting to violence.

CONCEPTS

Conflicts
Values
War
Isolationism
Super Powers
Cooperation
Decisions
Expansionism
Nuclear Weapons

6.C (con't)

UNIT OBJECTIVES

Identify examples of conflict situations in one's personal life.

Identify the common attributes of situations involving conflict.

Describe reasons for America's policy of isolationism.

Analyze the causes of World War II to determine the areas of conflict between the parties involved.

Describe events and issues leading to America's involvement in World War II.

Describe the political effects of World War II, including the emergence of the U.S. and the U.S.S.R. as Super Powers.

Compare political maps of Europe and Asia before and after World War II.

Describe the impact on the world today of the decision to use nuclear weapons to end World War II.

Identify examples of social and economic change in America as a result of World War II.

Describe the role of the United Nations in terms of conflict resolution.

Predict the consequences of a third global conflict.

Analyze conflicts found in contemporary national issues and events in terms of the parties involved, the issues, and the methods of resolution.

RESOURCES

Textbooks: Scott Foresman: America, Past, and Present (Level 5)
Unit6 chapter 24

Laidlaw: Living in Our Country (Level 5)
Unit 6 chapter 21

UNIT THEME 6.D: TECHNOLOGY AND THE ENVIRONMENT: PROBLEM OR SOLUTION?

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

NAT 09 Identify the effects of technology on the environment.

Skills Objectives to be Emphasized

MAP 11 Interpret information given on special purpose maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts and tables.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

COG 02 Compare, classify, and categorize information.

COG 04 Create hypotheses.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

R&W 03 Observe and discuss relationships such as cause/effect, place, sequence, time, etc.).

Values Objectives

VAL 04 Consider and act in response to the interests and welfare of others.

MAIN IDEAS

Technology is the invention and development of new ideas and new ways of doing things, the tools of our culture.

6.D (con't)

MAIN IDEAS (continued)

Technology can have negative as well as positive effects on the environment.

As the earth's population grows, people put increasing demands on natural resources and on the ecology in order to collect, use, and dispose of materials for the satisfaction of needs and wants.

Many social and economic factors contribute to the conflict between technology and the environment.

CONCEPTS

Technology	Natural Environment
Natural Resources	Ecology
Scarcity	Pollution
Decision-making	Values
Change	Conservation

UNIT OBJECTIVES

Demonstrate an understanding of the concept of technology by differentiating between examples and non-examples.

Identify the attributes of the natural environment (plants, animals, land, air, water, etc.).

Identify ways in which people consume energy to satisfy daily needs and wants.

Describe the effects of modern technology on communication, transportation, farming, housing, education, etc.

Identify power sources that people have used throughout history, over the last century, and in recent years.

Compare the advantages and disadvantages of various contemporary power sources (in terms of cost, safety, effect on the natural environment during collection, use, and disposal of wastes).

Describe ways in which modern technology helps people conserve resources and protect the environment.

6.D (con't)

UNIT OBJECTIVES (continued)

Describe ways in which modern technology contributes to ecological problems.

Describe direct and indirect effects of pollution on human beings, wildlife, land, air, and water.

Identify ways by which people can participate in conserving the earth's resources and protecting the natural environment.

Identify the responsibilities of government in terms of protection of the natural environment and regulating the use of power sources.

Predict the consequences of continued use of forms of technology that are detrimental to the environment and human health.

Suggest alternatives to the use of technology that is harmful to people and the earth.

RESOURCES

Textbooks: Scott Foresman: America, Past and Present (Level 5)
Unit 6 chapter 26

Laidlaw: Living in Our Country (Level 5)
Unit 6 chaps 22 and 23

UNIT THEME 6.E: CHANGES IN OUR LIVES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

SOC 05 Describe ways in which individuals and families change and grow as a result of maturation, divorce, remarriage, birth, death, and adoption.

Skills Objectives to be Emphasized

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

COG 02 Compare, classify, and categorize information.

Values Objectives

VAL 05 Accept diversity as natural and inevitable.

MAIN IDEAS

Change is a natural and constant part of life.

People all change physically and emotionally as they mature.

Change is all around us, in our families, our friends, and in our environment.

CONCEPTS

Change
Maturation
Socialization

UNIT OBJECTIVES

Identify ways in which you have changed, physically, socially, and emotionally in the last few years.

Predict ways in which you will change in the next few years.

Identify things that you can do now that you weren't able to do several years ago.

UNIT OBJECTIVES (continued)

Identify reasons why you are able to do different things now than when you were younger.

Predict some of the things you will be able to do five years from now.

Differentiate between changes in yourself over which you have control and those over which you have no control.

Identify changes that have occurred in the size and structure of your family since you were born.

Predict ways in which your family may change in the future.

Describe how family changes have affected your role and responsibilities in your family.

Describe behaviors associated with the different roles assumed in personal and family life through different stages of development (infant, child, adolescent, young adult, adult, elder).

Hypothesize ways in which personal changes affect family members, friends, and others in one's life.

LEVEL 7: OVERVIEW

WORLD REGIONS, WORLD CULTURES

At Level 7, students should differentiate among the major regions of the earth in terms of geographic, economic, political, and cultural criteria. As in Level 4, the study of regions presents an excellent opportunity to apply and further develop map and globe skills.

As students learn about various regions of the world, they should consistently consider the geographic characteristics of climate and landforms, and examine ways in which various cultures developed lifestyles to fit varied natural environments. In addition, students should compare social and economic institutions in traditional and contemporary cultures. An examination of the things that various cultures value may help students understand differences in cultural behavior. Students should also examine ways in which culture is transmitted from one generation to another through the family, schools, and media.

In these modern times, world regions are interdependent. Students should examine features of various economic systems, and learn how economic interdependencies extend beyond national borders to form an ever-increasing web of global interaction through international trade. Students should recognize that technological advancements in areas of production, communication, and transportation affect not only world cultures, but our personal lives as well. As technology becomes more sophisticated, regions of the world are drawn closer together.

The study of world regions requires extensive use of charts and graphs, and especially maps and globes that convey specific kinds of information. Throughout Level 7, students should continue to develop the skill of interpreting information found on "special purpose" maps and globes. These maps present data on climate, resources, land use, economic production, population, and many other areas of study. Other specific map skills to be applied include using longitude and latitude to identify and locate places, and the use of cardinal and intermediate directions.

UNIT THEMES		OBJECTIVES
7.A.	"Geographic Regions: Areas Determined by Physical Characteristics"	*NAT 10
7.B.	"Cultures of The World"	*CUL 07, *NAT 10
7.C.	"Economic Interdependence; Trade Among Nations"	*ECO 11, *NAT 10
7.D.	"Political Systems in The World"	*CIT 10, *NAT 10
7.E.	"Cultural Continuity and Cultural Change"	CUL 08, CUL 09

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

LEVEL 7	"World Regions, World Cultures"	KEY	☐ Not Taught ◪ Partially Learned ■ Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

* NAT 10 ☐ Identify the following characteristics of regions of the World:

- Geographic (climate, landforms, resources).
- Economic (Land use, production).
- Political (the nation as a political region, groups of nations).
- Cultural (regions of shared cultural identity, languages, religion, etc.)

* CUL 07 ☐ Identify major cultural universals and institutions and describe how different cultures solve universal problems.

CUL 08 ☐ Describe ways in which the family, school, and media transmit culture from one generation to another.

CUL 09 ☐ Identify invention and contact with others as two ways in which cultures change.

* CIT 10 ☐ Demonstrate understanding that governments use various forms of decision making by contrasting at least two different decision making systems.

* ECO 11 ☐ Demonstrate understanding that economic interdependencies extend beyond national borders by citing examples of international interdependencies.

SKILLS OBJECTIVES

MAP 02 ☐ Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes. 0 0 0 0 0

MAP 04 ☐ Use longitude and latitude to identify and locate places on maps and globes. 0 0 0 0 0

MAP 08 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes. 0 0 0 0 0

MAP 11 ☐ Interpret information given on special purpose maps and globes, (i.e. climate, land forms, population, etc.) 0 0 0 0 0

MAP 16 ☐ Determine the distance between two points on maps and globes using scale. 0 0 0 0 0

Level 7 - Skills Objectives Continued

MAP 17 ☐ Make scale maps and models. 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

C&G 03 ☐ Interpret and organize information on circle graphs. 0 0 0 0 0

C&G 04 ☐ Interpret and organize information on line graphs. 0 0 0 0 0

TIM 01 ☐ Demonstrate understanding of terms for units of time (hours, days, years, etc.), relative positions of time (yesterday, next week, etc.), and temporal relationships (now/later, before/after, etc). 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, or ideas. 0 0 0 0 0

TIM 03 ☐ Demonstrate ability to sequence units of time. 0 0 0 0 0

TIM 04 ☐ Interpret and organize information on timelines. 0 0 0 0 0

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

COG 04 ☐ Create hypotheses. 0 0 0 0 0

COG 05 ☐ Use criteria for making evaluations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for solutions to problems or decisions. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of action. 0 0 0 0 0

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of the action or decision. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the role of leader and follower. 0 0 0 0 0

PAR 03 ☐ Participate in rule-making and enforcing. 0 0 0 0 0

PAR 04 ☐ Negotiate to resolve conflicts. 0 0 0 0 0

Level 7 Skills Objectives (continued)

R&W 01 ☐ Note and follow written directions. 0 0 0 0 0

R&W 02 ☐ Use information from textual aids to further comprehension. 0 0 0 0 0

R&W 03 ☐ Observe and discuss relationships such as cause effect, class, general specific, place, sequence, time. 0 0 0 0 0

R&W 04 ☐ Write to record information for personal use and for practical, functional purposes. 0 0 0 0 0

R&W 05 ☐ Write to inform others, to give a detailed account of an event or experience. 0 0 0 0 0

R&W 06 ☐ Summarize reading passages into statements that express the main idea. 0 0 0 0 0

R&W 07 ☐ Identify supporting ideas. 0 0 0 0 0

R&W 08 ☐ Write to persuade or influence the reader's thoughts and actions. 0 0 0 0 0

R&W 09 ☐ Write information in an objective expository manner, analyzing the subject matter and explaining it or presenting it in detail. 0 0 0 0 0

INF 01 ☐ Identify a purpose for information gathering. 0 0 0 0 0

INF 02 ☐ Formulate questions appropriate for obtaining information from sources. 0 0 0 0 0

INF 03 ☐ Identify sources of information appropriate to the task: people, books, maps, newspapers, etc. 0 0 0 0 0

INF 04 ☐ Distinguish between relevant and irrelevant sources. 0 0 0 0 0

INF 05 ☐ Record observations and information obtained from sources. 0 0 0 0 0

INF 06 ☐ Locate information by using Information Search and Reference Skills: using a card catalog, the Reader's Guide, other library indexes, TDD information services, dictionaries, encyclopedias, atlases, newspapers, magazines, etc. 0 0 0 0 0

INF 07 ☐ Use more than one source to gain information. 0 0 0 0 0

INF 08 ☐ Arrange information in usable forms (sequence events, classify information according to criteria, summarize and outline). 0 0 0 0 0

INF 09 ☐ Present information (written reports, research papers, classroom presentations, etc.). 0 0 0 0 0

Level 7 (continued)

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

VAL 02 ☐ Recognize the existence of alternative perspectives. 0 0 0 0 0

VAL 03 ☐ Project self into alternative perspective. 0 0 0 0 0

VAL 04 ☐ Consider and act in response to the interest and welfare of others. 0 0 0 0 0

VAL 05 ☐ Accept diversity as natural and inevitable. 0 0 0 0 0

UNIT THEME 7.A: GEOGRAPHIC REGIONS: AREAS DETERMINED BY PHYSICAL CHARACTERISTICS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*NAT 10 Identify the following geographic characteristics of regions of the world: climate, landforms, regions based on physical characteristics.

Skills Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 04 Use longitude and latitude to identify and locate places on maps and globes.

MAP 08 Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

MAP 16 Determine the distance between two points on maps and globes using scales.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

COG 04 Create hypotheses.

MAIN IDEAS

Landforms such as mountains, hills, plateaus and plains are characterized by similarities in elevation and relief. Landform regions vary throughout the continents of the earth.

Climates such as tropical, desert, semi-arid, mediterranean, and polar are characerized by similarities in temperature and precipitation.

MAIN IDEAS (continued)

Climate regions follow patterns based on high, middle, and low zones of latitude, and vary throughout the continents of the earth.

Natural vegetation regions or "Biomes" such as forests, grasslands, deserts, tundra, highlands, etc. are characterized by similarities in soil and natural vegetation.

Natural vegetation regions are affected by cimate and vary throughout the continents of the earth.

Landform, climate, and vegetation regions are varied and interrelated and affect man's way of life.

CONCEPTS

- Region
- Environment
- Climate
- Landforms
- Natural Vegetation
- Latitude
- Scale
- Longitude
- Elevation
- Precipitation
- Temperature
- Location
- Symbolization

UNIT OBJECTIVES

Identify and locate the continents and oceans of the earth.

Identify characteristics of each major landform region (mountains, hills, plains, and plateaus).

Identify and locate major landform regions on special purpose maps and globes.

Compare elevations of landform regions on relief maps and globes.

Classify photos or illustrations of natural environments as mountains, hills, plateaus, or plains.

Define climate as the kind of weather a place has over a long period of time, determined by similarities in temperature and precipitation.

UNIT OBJECTIVES (continued)

Describe how climate is affected by latitude, elevation, and nearness to large bodies of water.

Make inferences about the climate of a place based on location and other factors.

Identify the high, middle, and low latitude zones on maps and globes and explain the basis of their relationship to climate.

Identify and locate major climate zones on special purpose maps and globes.

Compare climate regions on a map of the world and make inferences as to reasons for similarities and differences in various locations.

Classify photos or illustrations according to areas found in various climate regions.

Make inferences about the way of life in a given location based on information found on climate maps.

Identify the characteristics of each major natural vegetation region.

Identify and locate the major natural vegetation regions on special purpose maps and globes.

Classify photographs or illustrations according to type of plant growth common to each major natural vegetation region.

Make inferences as to the relationship of natural vegetation regions and climate.

Use special purpose maps to infer relationships between climate patterns, landform regions, and vegetation regions.

Describe the relationship between natural vegetation regions and population.

Plot locations of geographic or natural regions using longitude and latitude.

Explain how the boundaries of geographic regions are determined.

7.A (con't)

UNIT OBJECTIVES (continued)

Demonstrate understanding of the concept of regions by differentiating between examples and non-examples.

RESOURCES

Textbooks — Scott Foresman:

Eastern Hemisphere (Level 6/7)
Unit 1 chapters 2 and 3

Western Hemisphere (Level 6/7)
Unit 1 chapters 2 and 3

Regions (Level 4)
Unit 5

UNIT THEME 7.B: CULTURES OF THE WORLD

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*CUL 07 Identify major cultural universals and institutions and describe how different cultures solve universal problems.

*NAT 10 Identify the following cultural characteristics of regions of the world: shared cultural identity, language, religion, etc.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information on special purpose maps and globes.

COG 02 Compare, classify, and categorize information.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

MAIN IDEAS

Culture includes a people's language, religion, art, economic system, political system, family and educational institutions, and social behaviors.

All cultures must solve the same problems. These problems are sometimes called "cultural universals" because they are universal problems, shared by human beings in all cultures.

An institution is the established way of doing something in a culture. Institutions are established customs or practices. All cultures develop institutions to resolve the needs of the culture.

MAIN IDEAS (continued)

All cultures must satisfy or resolve.

- The need for food and shelter, resulting in economic institutions.
- The need to continue the society, resulting in family institutions.
- The need to continue traditions, customs, and values results in educational institutions.
- The need for order in society results in political institutions.
- The need for religion results in religious institutions.

The natural environment (landforms and climate) affects the way people live.

Different cultures may develop different ways of meeting basic needs.

CONCEPTS

Culture	Universal Problems
Institutions	Needs
Resources	Family
Religion	Language
Art	Government
Tradition	Values

UNIT OBJECTIVES

Identify basic problems all cultures must solve.

Describe how the physical geography (landforms, climate, vegetation) can influence the way of life (food, dress, customs, etc.) of a region.

Identify the role of the family in culture and describe alternative family structures in different cultures.

Compare similarities and differences of family life in various cultures.

7.B (con't)

UNIT OBJECTIVES (continued)

Identify the role of language in a culture and identify the major languages of various regions of the world.

Identify the role of religious institutions in a culture.

Identify the names and characteristics of the major religious of the world, such as Judaism, Christianity, Islam, Buddhism, Hinduism.

Identify regions that share cultural identities, common languages, and common religions, on maps of the world.

Describe the role of art in culture and compare examples of art in various cultures of the world.

Describe ways in which different cultures have developed different ways of solving similar problems.

RESOURCES

Textbooks: Scott Foresman: Eastern Hemisphere (Level 6/7) Units 1,4,5,6,&7

Our World, Land, and Cultures (Level 6/7) Unit 1

UNIT THEME 7.C: ECONOMIC INTERDEPENDENCIES - TRADE AMONG NATIONS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*ECO 11 Demonstrate understanding that economic interdependencies extend beyond national borders.

*NAT 10 Identify the following economic characteristics of regions of the world: land use, resources, production.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

C&G 01 Interpret and organize information on pictographs and bar graphs.

C&G 02 Interpret and organize information on charts or tables.

C&G 03 Interpret and organize information on circle graphs.

C&G 04 Interpret and organize information on line graphs.

COG 02 Compare, classify, and categorize information.

MAIN IDEAS

Economic regions are characterized by common methods of production and distribution of goods and services.

Specialization contributes to economic interdependencies and trade among people, regions, and nations.

An economic region may be an area within a nation, a nation itself, or a group of nations.

Nations need each others' cooperation to obtain the food and goods they need and to find markets for what they produce.

7.C (con't)

MAIN IDEAS (continued)

Climate and natural resources affect economic decisions about what a nation or region will produce and what it needs.

CONCEPTS

Needs and Wants

Economic Interdependence
Specialization
Consumers
Economic Decisions
Command Economy

Land Use - Economic Production
Trade
Supply and Demand
Producers
Market Economy

UNIT OBJECTIVES

Identify the major problems that economic systems must solve (what, how much, and how to produce and distribute goods and services to satisfy wants and needs).

Identify economic decisions that affect your own community.

Compare two major economic systems, a market economy and a planned economy, and determine how economic decisions are made in each regarding basic problems of production and distribution.

Trace the source (nation) of products that you use everyday.

Explain the role of government in market economies and planned economies.

Describe how the natural environment of a region influences the things that people produce, export, and import.

Give examples of ways in which people of various regions utilize natural resources and human resources to meet their needs and wants.

Explain the purpose of trade barriers such as tariffs.

Demonstrate understanding of basic economic concepts of competition, supply and demand, specialization, and division of labor.

7.C (con't)

UNIT OBJECTIVES (continued)

Identify the nations of the European Economic Community (EEC).

Describe the reasons for the establishment and development of the European Economic Community and reasons for its success.

Describe the role of government in the economy of the U.S.S.R.

Compare economic decision making in the U.S.S.R. and the U.S.

Describe factors that led to Japan's economic success after World War II and describe Japan's role in international trade today.

Identify advantages and disadvantages of increased industrialization.

RESOURCES

Textbooks:	Scott Foresman:	Eastern Hemisphere (Level 6/7) Unit 4 chapter 15; Unit 5 chapter 20 Unit 6 chapter 24; Unit 7 chapter 29
		Our World, Land, and Cultures (Level 6/7) Unit 4 chapters 6-20 Unit 6 chapters 24-25
	Laidlaw	Living in the World (Level 6) Unit 8 chapters 20-23

UNIT THEME 7.D: POLITICAL SYSTEMS IN THE WORLD

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*CIT 10 Demonstrate understanding that governments use various forms of decision making by contrasting at least two different decision making systems.

*NAT 10 Identify the following political characteristics of world regions: the nation as a political region, and groups of nations.

Skill Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

MAIN IDEAS

A nation is the most common and important political region.

Nations, or political regions, are areas unified by a common governing body or a common political system.

Governments use various methods of decision making.

Political regions undergo change as new nations are created and as governments change form or take over other governments.

Citizens' rights vary according to the kind of government under which they live.

Decisions made by political leaders affect the lives of citizens.

CONCEPTS

Government
Citizenship
Democracy
Dictatorship
Change
Decision Making
Rights
Monarchy
Power

UNIT OBJECTIVES

Explain why people need governments, and how governments serve the needs of the people.

Define "democracy, monarchy, and dictatorship," and tell how decisions are made in each political system.

Differentiate between "direct democracy" and "representative democracy" and give examples of how decisions are made in each.

Differentiate between an "absolute monarchy" and "limited monarchy" and give examples of how decisions are made in each.

Describe the decision making process in a parlimentary democracy (the United Kingdom or Canada).

Describe the decision making process in the Soviet national government.

Compare the role of political parties in the governments of various nations, such as the U.S., the United Kingdom, and the U.S.S.R.

Compare citizens' rights under various forms of national governments.

Compare the decision making process of authoritarian vs. democratic types of government.

Describe ways in which a nation's political system of government reflects and influences the identity of its citizens.

Describe how power changes hands under various forms of government.

Compare the role and functions of local or regional leaders within national governments of various nations.

Classify nations according to their current political systems.

UNIT OBJECTIVES (continued)

Identify ways in which political regions might change (new alliances, changes in government, conflict, wars, revolution, colonization, etc.).

Give examples of political conflict in the world today.

RESOURCES

Textbooks: Scott Foresman: Eastern Hemisphere (Level 6/7)
Unit 3 chapter 9
Unit 4 chapter 14
Unit 5 chapter 19
Unit 6 chapter 23
Unit 7 chapter 28

Our World, Land, and Cultures (Level 6/7) Unit 5 chapters 21-23

Western Hemisphere (Level 6/7)
Unit 4 chapter 13
Unit 5 chapter 20;
Unit 6 chapters 26-27

Laidlaw: Living in the World (Level 6)
Units 3, 4, and 8

UNIT THEME 7.E: CULTURAL CONTINUITY AND CULTURAL CHANGE

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

CUL 08 Describe ways in which the family, school, and media transmit culture from one generation to another.

CUL 09 Identify invention and contact with others as two ways in which cultures change.

Skill Objectives to be Emphasized

COG 02 Compare, classify, and categorize information.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 03 Project self into alternative perspectives.

VAL 05 Accept diversity as natural and inevitable.

MAIN IDEAS

All cultures have unwritten rules about what is perceived to be proper or improper behavior.

Cultural behavior is learned behavior. Culture influences and shapes behavior.

Socialization is the process by which people learn the norms and values of their culture.

People learn about the norms and values of their culture in a number of ways, including the cultural institutions of families, schools, religion, and communication media.

Cultures may change due to contact with other cultures, technological advancements and inventions, or other factors. When cultures come into contact with others, they encounter different norms and values, which may result in conflict or peaceful change.

7.E (con't)

CONCEPTS

Culture
Values
Cultural Institutions
Schools
Communication Media
Norms
Socialization
Family
Religion

UNIT OBJECTIVES

Define culture as the way of life created by a group of people.

Define norms as the unwritten rules of behavior in a culture.

Define social values as the ways of thinking and acting that are considered important by a culture.

Describe various norms of behavior in U.S. culture.

Give examples of norms of behavior in school.

Compare norms of behavior of American culture with those of other cultures (eating, interpersonal relationships, etc.).

Describe values important in American culture.

Describe how values affect one's behavior.

Give examples of how different cultures may hold different values.

Describe the roles of families, schools, religions, and mass media in perpetuating the norms and values of a culture.

Identify observation, instruction, and social reinforcement as three ways in which people learn norms and values.

Describe the importance of communication in learning the norms and values of one's culture.

Explain how children learn norms and values from games and stories.

Describe ways in which television influences human behavior.

UNIT OBJECTIVES (continued)

Identify examples of norms and values considered particularly important by hearing impaired persons.

Identify examples of conflict that may be experienced between hearing and hearing impaired individuals.

Explain why conflict may occur when people from different cultures come into contact.

Explain how conflict can be decreased or avoided.

Describe how technological advances and inventions can lead to cultural change.

Describe how contact with other cultures can lead to cultural change.

RESOURCES

Textbooks: Scott Foresman: Our World, Lands, and Cultures (Level 6/7) Unit 2 chapters 6-10 Unit 7 chapters 27-30

Eastern Hemisphere (Level 6/7) Unit 2

Regions (Level 4) Unit 7

LEVEL 8: OVERVIEW

PRODUCERS AND CONSUMERS IN A MARKET ECONOMY

At Level 8, students focus on the knowledge, skills, and attitudes necessary to fill one's role successfully as a consumer and as a productive member of society.

Major emphasis at this level is given to the study of the rights and responsibilities of consumers. Students should realize that consumers have the right to safety and the right to be heard. They should be aware of the ways people exercise these rights and ways in which these rights may be infringed.

Students must also be aware that consumers have responsibilities, foremost of which is to make intelligent economic decisions. Students should recognize and demonstrate some of the basic skills a consumer needs to participate effectively in a market economy.

A second major area of study examines the role of the worker in society. Students prepare to assume this role by exploring various career possibilities and the education or training required for each. Our society is constantly changing, and students should examine ways in which technology is affecting careers and employment possibilities, particularly in computer related fields.

Students should understand the relationship among personal economics, lifestyle, and occupational role. This provides an opportunity for students to review or establish personal goals related to education and careers and to identify the steps necessary to achieve their goals.

Regardless of the type of work, basic values and attitudes enable people to become successful, productive workers. Students should demonstrate understanding of the attitudes that contribute to success in any task, on any job.

Finally, students should acquire some of the practical skills they will need to locate information about jobs, complete job applications, and conduct successful job interviews.

Throughout Level 8, students should apply many of the social studies skills that have been introduced in previous levels, including problem solving, decision making, reading and writing, and skills related to gathering and organizing information (research).

LEVEL 8: OVERVIEW (con't)

UNIT THEMES		OBJECTIVES
8.A.	"Rights And Responsibilities of The Consumer"	*ECO 12
8.B.	"Career Awareness"	*ECO 13, ECO 14
8.C.	"Decision Making: Setting a Course For Lives"	*SOC 06
8.D.	"Search And Apply: The First Steps"	*ECO 15

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

LEVEL 8	"Producers and Consumers in a Modern Economy"	KEY ☐ Not Taught ▨ Partially Learned ■ Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

* ECO 12 ☐ Identify the rights and responsibilities of consumers in a market economy.

* ECO 13 ☐ Describe the attitudes, skills, and training necessary for various occupations in our society.

ECO 14 ☐ Describe the effects of technology on careers and employment possibilities.

* SOC 06 ☐ Identify long-range goals regarding education and careers and describe the steps necessary to achieve these goals.

* ECO 15 ☐ Demonstrate ability to locate information about jobs and to apply for a job.

SKILLS OBJECTIVES

MAP 02 ☐ Identify and locate natural (bodies of land and water, landforms, etc.) and man-made (cities, nations, latitude, etc.) features on maps and globes. 0 0 0 0 0

MAP 08 ☐ Demonstrate understanding of cardinal and intermediate directions as used to describe locations, areas, or routes on maps and globes. 0 0 0 0 0

MAP 11 ☐ Interpret information given on special purpose maps and globes, (climate, land forms, population, etc.) 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

C&G 03 ☐ Interpret and organize information on circle graphs. 0 0 0 0 0

C&G 04 ☐ Interpret and organize information on line graphs. 0 0 0 0 0

Level 8 - Skills Objectives (continued)

TIM 01 ☐ Demonstrate understanding of terms for units of time (hours, days, years, etc.), relative positions of time (yesterday, next week, etc.), and temporal relationships (now/later, before/after, etc.). 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

TIM 03 ☐ Demonstrate ability to sequence units of time. 0 0 0 0 0

TIM 04 ☐ Interpret and organize information on timelines. 0 0 0 0 0

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

COG 04 ☐ Create hypotheses. 0 0 0 0 0

COG 05 ☐ Use criteria for making evaluations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for solutions to problems or decisions. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of action. 0 0 0 0 0

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of the action or decision. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the role of leader and follower. 0 0 0 0 0

PAR 03 ☐ Participate in rule-making and enforcing. 0 0 0 0 0

PAR 04 ☐ Negotiate to resolve conflicts. 0 0 0 0 0

R&W 01 ☐ Note and follow written directions. 0 0 0 0 0

R&W 02 ☐ Use information from textual aids to further comprehension. 0 0 0 0 0

R&W 03 ☐ Observe and discuss relationships such as cause effect, class, general specific, place, sequence, time. 0 0 0 0 0

R&W 04 ☐ Write to record information for personal use and for practical, functional purposes. 0 0 0 0 0

R&W 05 ☐ Write to inform others, to give a detailed account of an event or experience. 0 0 0 0 0

R&W 06 ☐ Summarize reading passages into statements that express the main idea. 0 0 0 0 0

Level 8 Skills Objectives (continued)

R&W 07 ☐ Identify supporting ideas. 0 0 0 0 0

R&W 08 ☐ Write to persuade or influence the reader's thoughts and actions. 0 0 0 0 0

R&W 09 ☐ Write information in an objective expository manner, analyzing the subject matter and explaining it or presenting it in detail. 0 0 0 0 0

INF 01 ☐ Identify a purpose for information gathering. 0 0 0 0 0

INF 02 ☐ Formulate questions appropriate for obtaining information from sources. 0 0 0 0 0

INF 03 ☐ Identify sources of information appropriate to the task: people, books, maps, newspapers, etc. 0 0 0 0 0

INF 04 ☐ Distinguish between relevant and irrelevant sources. 0 0 0 0 0

INF 05 ☐ Record observations and information obtained from sources. 0 0 0 0 0

INF 07 ☐ Use more than one source to gain information. 0 0 0 0 0

INF 08 ☐ Arrange information in usable forms (sequence events, classify information according to criteria, summarize and outline). 0 0 0 0 0

INF 09 ☐ Present information (written reports, research papers, classroom presentations, etc.). 0 0 0 0 0

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

VAL 02 ☐ Recognize the existence of alternative perspectives. 0 0 0 0 0

VAL 03 ☐ Project self into alternative perspective. 0 0 0 0 0

VAL 04 ☐ Consider and act in response to the interest and welfare of others. 0 0 0 0 0

VAL 05 ☐ Accept diversity as natural and inevitable. 0 0 0 0 0

UNIT THEME 8.A: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*ECO 12 Identify the rights and responsibilities of a consumer in a market economy.

Skills Objectives to be Emphasized

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

COG 05 Use criteria for making evaluations.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

Values Objectives

VAL 04 Consider and act in response to the interests and welfare of others.

MAIN IDEAS

All members of society are consumers.

Because wants and needs exceed resources, all consumers need to make economic choices.

A market economy can only work if consumers make intelligent informed choices.

Members of society play three interdependent roles, those of consumer, producer, and citizen.

CONCEPTS

Consumer
Responsibilities
Decision-Making
Rights
Scarcity

UNIT OBJECTIVES

Identify the rights of the consumer as the right to safety, the right to be informed, the right to choose, and the right to be heard.

Identify responsibilities associated with each consumer right including:

The Right to Safety

- Follow instructions about use and care of a product.
- Find out about physical risks associated with a product.
- Report unsafe products.
- Use products without infringing upon personal or environmental safety of others.

The Right to Be Informed

- Make use of relevant information before purchasing by reading lables, contents, manufacturer's claims, government or consumer reports, etc.
- Seek additional information as needed.
- Use product information for criteria in making sensible economic decisions.
- Analyze advertisements.

The Right to Choose

- Make choices based on consideration of needs and wants.
- Make choices that maximize personal or family satisfaction.
- Choose only legal goods and services.
- Avoid products or services that infringe on the rights of others or endanger the environment.

The Right to Be Heard

- Communicate complaints, satisfactions, and needs to appropriate business and government representatives.
- Make suggestions for product or service improvements.
- Know your rights.

UNIT OBJECTIVES (continued)

- Be aware of customer services and agencies that serve the needs of consumers.

Identify ways in which everyone plays the role of consumer in the American economy.

Describe how wants and needs influence economic decisions.

Describe how financial resources influence economic decisions.

Identify ways in which values influence economic decisions.

Identify different forms of advertising and describe the role of advertising in the U.S. economic system.

Describe how advertising influences economic decisions.

Describe how decisions about production and distribution are made in a market economy.

Describe ways in which your economic decisions affect others.

Demonstrate ability to locate and use consumer information and resources, (warranties, consumer reports, consumer protection organizations, and agencies).

Demonstrate ability to make logical consumer decisions based on procedures of comparison shopping.

Demonstrate understanding of procedures involved for a variety of ways of making purchases,(using cash, check, credit card, layaway, installments; shopping through the mail; etc.).

Describe the advantages and disadvantages of various methods of making a purchase (convenience, added costs, availability of resources in emergencies, etc.).

Demonstrate ability to read a receipt and describe its uses for a consumer (proof of purchase, use for returns, record keeping, etc.).

Demonstrate understanding of policies and procedures involved in returning damaged or unsatisfactory goods to a variety of stores (supermarket, department store, speciality store, etc.).

Demonstrate ability to develop a realistic budget.

8.A (con't)

UNIT OBJECTIVES (continued)

Describe banking services, including savings, checking, and financing.

Identify resources and issues related specifically to consumer needs of hearing impaired persons (customer services and agencies with TDDs, catalogs of warning devices and other products of interest, reliability and fairness of hearing aid dealerships, etc.).

Communicate consumer needs of hearing impaired persons to appropriate representatives in business or government.

RESOURCES

Curricula: Resource Supplement to the Consumer Education Curriculum Guide for Ohio, Grades K-12, (1971)
Voc Ed. Division, State Department of Education
Columbus, Ohio.

Supporting Material: Insights into Consumer Issues
Consumer Rights and Responsibilities, (1981)
J.C. Penny Co, Inc.
Consumer Affairs Department

Money Management by Nancy Downey
Model Secondary School for the Deaf, 1983
Gallauget College, Washington, D.C.

Clothing by Nancy Downey
Model Secondary School for the Deaf, 1983
Gallaudet College, Washington, D.C.

Cooking and Food Shopping by Juanita Zientara
Model Secondary School for the Deaf
Gallaudet College, Washington, D.C.

Comparison Shopping by William L. Johnson, Ed.D
1979, United Graphics, Inc.

The Money Series: 1977
Hopewell Books, Inc.

8.A (con't)

RESOURCES (continued)

Economics Action Pack:
The Wonderful Treasure Tree,
1976, McDonald's Corp.

Young Consumers
Law in Action Series
by L. Rieckes and S. Ackerly
West Publishing Co., 1980

Consumer Law
Competencies in Law and Citizenship
Ms. Furlong and E.T. McMahon
National Street Law Institute
West Publishing Co., 1982

Street Law Chapter 3
L. Arbetman, E. McMahon, E. O'Brien
National Institute for Citizen Education in the Law
West Publishing Co., 1980

Cents-Abilities
C. Farnette, I. Forte, B. Harris
Incentive Publications, 1979

UNIT THEME 8.B: CAREER AWARENESS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*ECO 13 Describe attitudes, skills, and training necessary for various occupations in our society.

ECO 14 Describe the effects of technology on careers and employment possibilities.

Skills to be Emphasized

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

COG 05 Use criteria for making evaluations.

R&W 04 Write to record information for personal use and for practical, functional purposes.

INF 02 Formulate questions appropriate for obtaining information from sources.

INF 03 Identify sources of information appropriate to the tasks.

INF 04 Distinquish between relevant and irrelevant sources.

INF 05 Record observations and information obtained from sources.

Values Objectives

VAL 03 Project self into alternative perspectives.

MAIN IDEAS

All occupations require certain attitudes, skills, and levels of training.

Skill levels and training requirements usually relate to levels of compensation.

8.B (con't)

MAIN IDEAS (con't)

Changing technology affects job skills and training requirements for specific occupations as well as the general nature of employment possibilities in the job force .

CONCEPTS

Career Awareness	Attitudes
Skills	Training
Education	Technology
Specialization	

UNIT OBJECTIVES

Demonstrate understanding of how occupations relate to the needs and functions of the community.

Give reasons why people work (to earn money, to achieve goals, to gain independence, to use and develop skills, to get experience, etc.).

Identify your own personal motives for working.

Describe your own interests, aptitudes, and abilities and types of occupations that might utilize them.

Describe attitudes that contribute to success in any job.

Describe ways in which attitudes can affect on-the-job behavior.

Describe norms associated with an effective, efficient worker.

Describe major job requirements and prerequisites for various types of careers or specific occupations.

Compare education and training requirements (degree, certifications, etc.) for various types of careers or specific occupations.

Demonstrate understanding of the relationship among personal economic lifestyles and occupational roles.

Compare advantages and disadvantages of various occupations using such criteria as salaries, benefits, opportunities, job conditions, levels of difficulty, time requirements, etc.

UNIT OBJECTIVES (continued)

Collect and organize information about attitudes, skills, and training necessary for various careers by interviewing parents, family members, teachers, and others with professional experience.

Describe the probable effects of computer technology on current and future careers.

Identify various forms of technology used in a wide range of contemporary occupations.

Describe current and future trends in job specialization and their possible implications for hearing impaired workers.

RESOURCES

Books: People at Work Nancy Gadzuk
Model Secondary School for the Deaf, Gallaudet College
1981

Job Exploration Nancy Downey
Model Secondary School for the Deaf, Gallaudet College,
1983

Career Awareness Jacqueline Maeder
Model Secondary School for the Deaf, Gallaudet College,
1981

Our Economy, How it Works
Activities and Investigations
Chapter 2 What Americans Earn
by Elmer U.Clawson
Addison-Wesley Publishing Co., 1983

Curricula: Scope and Sequence for Career Education at KDES
Pre-College Programs, 1981

Project Basic Instructional Guide
Vol. IV, World of Work
MD State Department of Education, Balt. MD, 1980

MATERIALS: PRODUCTIVITY"; An instant lessons packet J.C. Penney Company Inc. Consumer Ed. Services
1301 Avenue of the Americas
New York, New York 10019, 1983

UNIT THEME 8.C: DECISION MAKING: SETTING A COURSE FOR OUR LIVES

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*SOC 06 Identify long-range goals regarding education and careers and describe the steps necessary to achieve these goals.

Skills Objectives to be Emphasized

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

PRB 04 Adopt a solution or act on a decision.

Values Objectives

VAL 03 Project self into alternative perspectives.

MAIN IDEAS

People determine the shape of their lives by the choices they make.

Goal setting is an important skill that helps people develop, realize, or even exceed their potential.

Decision making and goal setting are skills that can be learned.

Good career decisions are based on self-awareness and knowledge about jobs.

8.C (con't)

CONCEPTS

Goals	Decision-Making
Values	Career Planning
Cause and Effect	Self-Awareness

UNIT OBJECTIVES

Identify personal interests, aptitudes, and skills.

Identify ways in which career decisions may be influenced by personal factors such as interests, aptitudes, skills, physical characteristics, educational achievement, behavior, personal needs, needs of others, interpersonal relationships, etc.

Identify ways in which career choices are influenced by external factors such as work environment, job characteristics, location, supply and demand, etc.

Explain why people need to make decisions about career goals.

Suggest consequences of career decisions and how they might affect yourself and your family.

Identify the steps in the decision making process;

- o Recognize the need for a decision: define the problem.
- o Gather relevant data.
- o Generate alternative courses of action.
- o Predict the consequences of alternatives.
- o Adopt a solution or act on a decision: implement your choice.
- o Evaluate the effectiveness of your decision and actions.

Identify the steps in the decision making process using concrete examples from students' everyday lives.

Identify decision making issues related to education and careers.

Identify career interests and options and related educational and career training alternatives.

Consider the consequences of each alternative.

Identify personal values implicit in each alternative.

Formulate one or more personal career goals.

Plan a step-by-step strategy to achieve your goals, including resources to be utilized).

8.C (con't)

RESOURCES

Books: Career Awareness by Jacqueline Maeder
Model Secondary School for the Deaf
Pre-College Programs, 1981

Curricula: Career Education at KDES
Pre-College Programs, Gallaudet College, 1981

Project Basic Instructional Guide
Vol. IV World of Work
Md. State Department of Education, Balt., MD, 1980

UNIT THEME 8.D: SEARCH AND APPLY: THE FIRST STEPS

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*ECO 15 Demonstrate ability to locate information about jobs and to apply for a job.

Skills Objectives to be Emphasized

COG 02 Compare, classify, and categorize information.

COG 05 Use criteria for making evaluations.

R&W 01 Note and follow written directions.

R&W 04 Write to record information for personal use and for practical, functional purposes.

R&W 05 Write to inform others, to give a detailed account of an event or experience.

INF 01 Identify a purpose for information gathering.

INF 02 Formulate questions appropriate for obtaining information from sources.

INF 03 Identify sources of information appropriate to the task, such as people, books, maps, newspapers.

INF 04 Distinquish between relevant and irrelevant sources.

INF 05 Record observations and information obtained from sources.

INF 06 Locate information by using information search and reference skills.

Values Objectives

VAL 03 Project self into alternative perspectives.

8.D (con't)

MAIN IDEAS

Jobs are scarce and the best qualified people will be hired.

Good reading, writing, and communication skills are important in applying for a job.

There are resources available to assist in locating and applying for a job.

CONCEPTS

Careers	Personal Information
Communication	Resources

UNIT OBJECTIVES

Identify types of careers in which you have interest, aptitudes, and qualifications.

Demonstrate ability to complete simple job application forms using information about personal interests, aptitudes, and qualifications.

Demonstrate ability to apply communication, writing, and research skills to finding a job.

Demonstrate ability to use a newspaper to locate information about jobs.

Use a newspaper to determine the demand for various occupations.

Demonstrate ability to use alternative sources of information such as bulletin boards, magazines, community newsletters, etc.

Identify resources available to assist in locating information about jobs (parents, friends, teachers, school counselors, community organizations, etc.).

Identify agencies that assist job seekers, and specifically, hearing impaired job seekers (employment agencies, vocational rehabilitation services, youth summer employment services, etc.).

UNIT OBJECTIVES (continued)

Find local vocational rehabilitation office and interview vocational rehabilitation counselors regarding criteria for successful job placements, current openings, and the extent of vocational rehabilitation services.

Demonstrate appropriate skills, attitudes, and behavior necessary for succesful job interviews.

Develop relevant questions to ask in a job interview situation.

Demonstrate ability to present accurate descriptions of education, training, experience, and information to potential employers through written and or interpersonal communication.

RESOURCES

Books: Job Exploration by Nancy Downey, Model Secondary School for the Deaf, Gallaudet College, 1983

Work Adjustment by Nancy Downey, Model Secondary School for the Deaf, Galluadet College, 1983

Curricula: Career Education at KDES
Pre-College Programs, Gallaudet College, 1981

Videotape: Survival Skills
Videotapes: Personal Data
Pre-College Programs, 1981

Getting a Job
Teacher's Guide and Student Workbook
by Bonnie L. Walker
Model Secondary School for the Deaf, Galluadet College, 1981

LEVEL 9: OVERVIEW

CITIZENSHIP IN THE MODERN WORLD

At Level 9, students focus on citizenship in America and in the global community. Students should examine the functions of government and the various forms of government, both historical and contemporary. Students should compare leadership, decision making, and the rights of citizens in various types of governments. Through the comparative study of political systems, students should reinforce their knowledge of the American political system and the rights and responsibilities of American citizens.

A second major focus of Level 9 is that of contemporary issues and modern problems at home, across the nation, and throughout the world. Participatory citizenship requires students to be informed of current issues and events. Study of local, national, and international problems should lead students to understand the complex nature of causes that contribute to these problems and to realize that solutions are difficult to reach and agree upon.

Contemporary society continues to accelerate and expand the speed and methods of bringing current events and issues to our attention. Students should take advantage of various types of media (TV news, magazines, newspapers, etc.) to examine the nature and causes of modern problems. This area of study also provides students with an excellent opportunity to apply problem-solving skills and to hypothesize solutions for a wide range of problems that exist in today's world.

Students should also realize that these events are not isolated, and may have an impact on all of us at one time or another. They should examine ways in which current events or issues affect our lives as individuals and as members of various groups.

At level 9, students should also examine contemporary sociological issues, such as the roles that adults play in society and the norms or expected behaviors associated with each role. In doing so, students gain a clearer understanding of not only the roles themselves (student, friend, parent, family member, etc.) but also of the standards of behavior that are a part of our culture, and the consequences of deviating from those standards.

UNIT THEMES		OBJECTIVES
9.A.	"Governments Around The World"	*CIT 11
9.B.	"Roles we Play"	*SOC 07
9.C.	"Complex Problems in Contemporary Society"	*HIS 12
9.D.	"Current Events And You: Awareness of Our World"	SOC 08

KDES SOCIAL STUDIES STUDENT PROGRESS CHECKLIST

YEARLY TERMINAL OBJECTIVES

Student _____ D.O.B. _____ School Year ____/____

Placement (Dept.) _____ Social Studies Teacher _____

LEVEL 9	"Citizenship in the Modern World"	KEY	Not Taught Partially Learned Learned	* = Core Objectives 0 = units in which skill was developed

KNOWLEDGE OBJECTIVES

* CIT 11 ☐ Compare and contrast various forms of government in terms of the role of leaders, the extent of participatory decision making, and the rights of citizens.

* HIS 12 ☐ Demonstrate understanding that modern problems and issues at local, national, and international levels have complex causes.

* SOC 07 ☐ Identify the norms associated with roles an adult assumes in society, including friend, family member, worker, and citizen.

SOC 08 ☐ Describe ways in which current issues and events affect our lives as individuals and as members of various groups.

SKILLS OBJECTIVES

MAP 02 ☐ Identify and locate natural and man-made features on maps and globes.

MAP 11 ☐ Interpret information given on special purpose maps and globes (climate, landforms, population, etc.) 0 0 0 0 0

C&G 01 ☐ Interpret and organize information on pictographs and bar graphs. 0 0 0 0 0

C&G 02 ☐ Interpret and organize information on charts or tables. 0 0 0 0 0

C&G 03 ☐ Interpret and organize information on circle graphs. 0 0 0 0 0

C&G 04 ☐ Interpret and organize information on line graphs. 0 0 0 0 0

TIM 02 ☐ Demonstrate ability to sequence events, facts, and ideas. 0 0 0 0 0

TIM 03 ☐ Demonstrate ability to sequence units of time. 0 0 0 0 0

TIM 04 ☐ Interpret and organize information on timelines. 0 0 0 0 0

Level 9 - Skill Objectives (continued)

COG 01 ☐ Observe, identify, recall, and rephrase information. 0 0 0 0 0

COG 02 ☐ Compare, classify, and categorize information. 0 0 0 0 0

COG 03 ☐ Generalize from specific known instances to unfamiliar situations. 0 0 0 0 0

COG 04 ☐ Create hypotheses. 0 0 0 0 0

COG 05 ☐ Use criteria for making evaluations. 0 0 0 0 0

PRB 01 ☐ Recognize the need for solutions to problems or decisions. 0 0 0 0 0

PRB 02 ☐ Generate alternative solutions or courses of action. 0 0 0 0 0

PRB 03 ☐ Recognize the consequences of alternative solutions or courses of action. 0 0 0 0 0

PRB 04 ☐ Adopt a solution or act on a decision. 0 0 0 0 0

PRB 05 ☐ Evaluate the effectiveness of the action or decision. 0 0 0 0 0

PAR 01 ☐ Work in small and large groups to complete a task. 0 0 0 0 0

PAR 02 ☐ Take the role of leader and follower. 0 0 0 0 0

PAR 03 ☐ Participate in rule-making and enforcing. 0 0 0 0 0

PAR 04 ☐ Negotiate to resolve conflicts. 0 0 0 0 0

R&W 01 ☐ Note and follow written directions. 0 0 0 0 0

R&W 02 ☐ Use information from textual aids to further comprehension. 0 0 0 0 0

R&W 03 ☐ Observe and discuss relationships such as cause effect, class, general specific, place, sequence, time. 0 0 0 0 0

R&W 04 ☐ Write to record information for personal use and for practical, functional purposes. 0 0 0 0 0

R&W 05 ☐ Write to inform others, to give a detailed account of an event or experience. 0 0 0 0 0

R&W 06 ☐ Summarize reading passages into statements that express the main idea. 0 0 0 0 0

R&W 07 ☐ Identify supporting ideas. 0 0 0 0 0

R&W 08 ☐ Write to persuade or influence the reader's thoughts and actions. 0 0 0 0 0

R&W 09 ☐ Write information in an objective expository manner, analyzing the subject matter and explaining it or presenting it in detail. 0 0 0 0 0

Level 9 Skills Objectives (continued

INF 01 ☐ Identify a purpose for information gathering. 0 0 0 0 0

INF 02 ☐ Formulate questions appropriate for obtaining information from sources. 0 0 0 0 0

INF 03 ☐ Identify sources of information appropriate to the task: people, books, maps, newspapers, etc. 0 0 0 0 0

INF 04 ☐ Distinguish between relevant and irrelevant sources. 0 0 0 0 0

INF 05 ☐ Record observations and information obtained from sources. 0 0 0 0 0

INF 06 ☐ Locate information by using information search and reference skills: card catalogs, the Reader's Guide, TDD information services, dictionaries, encyclopedias, atlases, newspapers, magazines, etc. 0 0 0 0 0

INF 07 ☐ Use more than one source to gain information. 0 0 0 0 0

INF 08 ☐ Arrange information in usable forms (sequence events, classify information according to criteria, summarize and outline). 0 0 0 0 0

INF 09 ☐ Present information (written reports, research papers, classroom presentations, etc.). 0 0 0 0 0

VALUES OBJECTIVES

VAL 01 ☐ Describe the thoughts and feelings of others. 0 0 0 0 0

VAL 02 ☐ Recognize the existence of alternative perspectives. 0 0 0 0 0

VAL 03 ☐ Project self into alternative perspective. 0 0 0 0 0

VAL 04 ☐ Consider and act in response to the interests and welfare of others. 0 0 0 0 0

VAL 05 ☐ Accept diversity as natural and inevitable. 0 0 0 0 0

UNIT THEME 9.A: GOVERNMENTS AROUND THE WORLD

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*CIT 11 Compare and contrast various forms of government in terms of the roles of leaders, the extent of participatory decision making, and the rights of citizens.

Skill Objectives to be Emphasized

MAP 11 Interpret information given on special purpose maps.

COG 02 Compare, classify, and categorize information.

COG 05 Use criteria for making evaluations.

PAR 01 Work in small and large groups to complete a task.

INF 06 Locate information by using information search and reference skills.

INF 07 Use more than one source to gain information.

INF 08 Arrange information in usable forms (sequence events, classify information according to criteria, summarize and outline).

INF 09 Present information (written reports, research papers, classroom presentations, etc.).

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 05 Accept diversity as inevitable and natural.

MAIN IDEAS

All types of government serve the same basic functions in society: to protect, to regulate, and to promote.

Governments take a variety of forms, depending on how much decisionmaking power rests with the people and how much is reserved for the government.

9.A (con't)

CONCEPTS

Government	Power
Decision-Making	Rights
Leadership	Citizenship
Monarchy	Democracy
Oligarchy	Dictatorship

UNIT OBJECTIVES

Identify and classify the purposes of government.

Predict the consequences of a community without government.

Identify and define the various forms of government, including democracy, monarchy, oligarchy, and dictatorship, and identify nations in which each is now practiced.

Compare the procedures by which various types of governments make laws.

Compare the ways leaders are chosen in a democracy, a dictatorship, and a monarchy.

Compare the roles of leaders in various contemporary and historical political systems.

Identify the rights of U.S. citizens.

Compare the rights of citizens under various forms of government.

Identify the responsibilities of U.S. citizens.

Compare the responsibilities of citizens under various forms of government.

Compare the roles of political parties in various forms of government.

RESOURCES

Textbooks: Scott Foresman: Eastern Hemisphere (Level 6/7)
Unit 2 chapter 7; Unit 4 chapter 14;
Unit 5 chapters 19-20; Unit 6 chapter 23; Unit 7 chapter 28

UNIT THEME 9.B: ROLES WE PLAY

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*SOC 07 Identify the norms associated with roles an adult assumes in society, including friend, family member, worker, and citizen.

Skill Objectives to be Emphasized

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

COG 04 Create hypotheses.

INF 02 Formulate questions appropriate for obtaining information.

INF 03 Identify sources of information appropriate to the task, such as people, books, maps, newspapers, etc.

INF 08 Arrange information in usable forms (sequence, events, classify information according to criteria, summarize and outline, etc.).

Values Objectives

VAL 03 Project self into alternative perspectives.

MAIN IDEAS

All members of society play a variety of roles in their daily lives.

Each role is accompanied by a set of norms or expected behaviors.

When people violate the expected norms, unpleasant consequences usually follow.

CONCEPTS

Groups
Norms
Roles
Cultures

9.B (con't)

UNIT OBJECTIVES

Identify the social roles assumed by young adults and adults in society (parent, friend, consumer, producer, citizen, student, club member, leader, etc.).

Identify the various roles that may appear within a single group.

Demonstrate understanding of reasons why there are different roles within groups.

Compare the roles people assume at different stages of their lives (small child, adolescent, young adult, adult, elder).

Identify some of the norms associated with various roles that people assume in society.

Give examples of behaviors that conform to the norms and that break the norms of various roles.

Predict the consequences of breaking the norms for various roles in our culture.

Describe measures used by groups to influence behavior.

Describe ways in which values, customs, and beliefs influence behavior.

Give examples of how norms differ among various sub-groups of American culture.

Identify norms specific to hearing impaired persons.

Describe ways in which norms are learned and carried from generation to generation through such social institutions as families, schools, religious groups, the media, etc.

Compare the roles and norms of contemporary society with roles and norms of 100 years ago and 20 years ago, for parent, worker, citizen, etc.

Predict future changes in accepted norms of behavior for various roles.

9.B (con't)

RESOURCES

Textbooks: Scott Foresman: Our World, Land, and Cultures (Level 6/7) Unit 2 chapters 6-10 Unit 3

Western Hemisphere (Level 6/7) Unit 1 chapter 1

UNIT THEME 9.C: COMPLEX PROBLEMS IN COMTEMPORARY SOCIETY

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

*HIS 12 Demonstrate understanding that modern problems and issues at local, national, and international levels have complex causes.

Skills Objectives to be Emphasized

MAP 02 Identify and locate natural and man-made features on maps and globes.

MAP 11 Interpret information given on special purpose maps and globes.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

COG 02 Compare, classify, and categorize information.

COG 04 Create hypotheses.

PRB 01 Recognize the need for solutions to problems or decisions.

PRB 02 Generate alternative solutions or courses of action.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

PRB 05 Evaluate the effectiveness of actions or decisions.

INF 02 Formulate questions appropriate for obtaining information from sources.

INF 03 Identify sources of information appropriate to the task, such as people, books, maps, newspapers, magazines, etc.

INF 08 Arrange information in usable forms (sequence events, classify according to criteria, summarize and outline).

9.C (con't)

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 03 Project self into alternative perspectives.

MAIN IDEAS

Contemporary problems facing the community, the nation, and the world are influenced by a multitude of factors and are not easily understood nor easily solved.

Contemporary problems such as unemployment, poverty, famine, drug abuse, crime, racial/social/religious/political conflict, terrorism, pollution, etc. may range in scope of impact across local, national, and international regions.

CONCEPTS

Conflict
Problems
Community
Citizenship
Responsibility
Cause and Effect
Multiple Causation
Nation
Global Interaction
Problem Solving/
Decision Making

UNIT OBJECTIVES

Identify problems affecting citizens of the local metropolitan area.

Identify conflicts or problems that affect citizens on a national scale.

Identify international problems that affect people on a global scale.

Use print and communication media (newspapers, magazines, texts, TV news, etc.) to locate information about contemporary problems.

Classify information according to various criteria: scale of problem (local/national/international), type of problem (economic/political/environmental), etc.

UNIT OBJECTIVES (continued)

Identify the individual, group, or groups directly or indirectly affected by a given problem.

Identify multiple factors that contribute to a given problem.

Apply problem solving strategies to contemporary problems and propose solutions.

Identify government agencies or representatives responsible for responding to a given type of problem.

Contact government representatives asking for their positions and giving one's own opinions about contemporary issues and problems.

Identify the potential roles of other institutions (family, religious, educational, economic, etc.) in helping to solve modern problems.

Identify problems specific to hearing impaired persons and propose and act upon solutions to these problems.

RESOURCES

Textbooks: Laidlaw: Living in the World (Level 6) Unit 8

Books: Lawmaking by L. Riekes and S. Ackerly, West Publishing Co., 1980

Community Awareness, by Heather Allard
Chapters 3, 4
Model Secondary School for the Deaf,
Gallaudet College, 1983

Other: Local Newspapers, USA Today
Magazines (Time, Newsweek, etc.)
World Around You (Pre-College Programs - Gallaudet)

UNIT THEME 9.D: CURRENT EVENTS AND YOU - AWARENESS OF OUR WORLD

YEARLY TERMINAL OBJECTIVES

Knowledge Objectives

SOC 08 Describe ways in which current issues and events affect our lives as individuals and as members of various groups.

Skills Objectives to be Emphasized

MAP 02 Identify natural and man-made features on maps and globes.

MAP 11 Interpret information on special purpoose maps and globes.

TIM 02 Demonstrate ability to sequence events, facts, and ideas.

COG 02 Compare, classify, and categorize information.

COG 03 Generalize from specific known instances to unfamiliar situations.

COG 05 Use criteria for making evaluations.

PRB 01 Recognize the need for decisions or solutions to problems.

PRB 03 Recognize the consequences of alternative solutions or courses of action.

PRB 05 Evaluate the effectiveness of actions or decisions.

INF 04 Distinguish between relevant and irrelevant sources of information.

Values Objectives

VAL 02 Recognize the existence of alternative perspectives.

VAL 03 Project self into alternative perspectives.

9.D (con't)

MAIN IDEAS

Current events of the community, the nation, and the world affect the lives of individuals and members of various groups.

Contemporary communication in the media (television, news, newspapers, magazines, etc.) proliferate in our culture and bring current events and issues to attention with increasing speed.

Citizens and students should be aware of events and issues that shape their lives.

CONCEPTS

Current Events
Media
Decision Making
Communication
Technology
Cause and Effect
Problem Solving

UNIT OBJECTIVES

Identify categories into which events and issues may be classified for future reference and discussion (community, nation, world, government, education, religion, health, environment,science, business, sports, entertainment, etc.).

Categorize given statements or articles from newspapers and magazines according to established criteria.

Identify groups to which you belong (family, citizen, hearing impaired, sex, age, special interest, religious, club, team, community, human race, etc.).

Identify examples of communication media in society and explain why communication technology and media are an expanding force in the world.

Predict what life would be like without any communication media.

Identify communication media that you personally use (TV, newspapers, World Around You and Scholastic magazines, TDDs, mail, daily bulletin, etc.).

Identify news items of personal interest.

Identify peoples' positive and negative ways in which issues or events can affect lives physically, emotionally, economically, spiritually, asthetically.

9.D (con't)

UNIT OBJECTIVES (continued)

Analyze news items, legislation, decisions, changes, etc. and describe how they might affect one's life as a member of a group.

Analyze news items and describe how they might affect one's life as an individual.

Describe ways in which an individual might react or respond to current issues and events in order to change or contribute to the events at hand.

RESOURCES

Media: TV news, local newspapers, USA Today, Magazines (World Around You, Scholastic, Time, Newsweek, etc.)

KDES SOCIAL STUDIES GUIDE

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APPENDIX A. CONCEPT ATTRIBUTES

This section provides a brief description of the attributes of major concepts taught in the Social Studies Guide. Each concept is identified by name and by one or more examples and non-examples.

CONCEPT NAME	ATTRIBUTES
Authority:	Authority is the legal (legitimate) power to enforce laws, rules or standards of behavior.
Example:	Teachers have the authority (legitimate power) to punish students who run in the halls (breaking school rules).
Non-example:	Older students (physically bigger, but without legitimate power) cannot punish younger students for running in the halls (breaking school rules).
Basic Needs:	Basic needs are the minimum physical conditions under which human beings can survive. All human beings have the same basic needs.
Example:	Air, food, water, shelter, warmth (without any one of these, people could not continue living).
Non-example:	Automobile, money, companionship (improve life, but are not necessary to physical survival).
Capital Resources:	Capital resources are inanimate, non-living resources used to produce more wealth or more resources.
Example:	Shoe making machines; a loan to build a new factory building (all inanimate; all used in production).

CONCEPT NAME	ATTRIBUTES
Capital Resources (con't)	
Non-example:	Vegetables, timber (both living, therefore natural resources), doctors (human resources).
Citizen:	A citizen is a member of a nation in which people have sovereign power. Citizens have particular rights and responsibilities - the right to change the government if it does not serve the people; the responsibility to keep informed and participate in decision-making.
Example:	Residents of the U.S. over the age of 18; residents of ancient Rome who were empowered to vote.
Non-example:	Prisoners in U.S. penitentiaries; black residents of South Africa; U.S. women prior to the passage of the 19th Amendment to the U.S. Constitution (not empowered to vote).
Communication:	Communication is a process by which individuals or groups exchange information through the use of spoken or signed languages, symbols, behavior, or electronic codes. Communication has four essential components: a sender, a receiver, a message, and feedback. Communication is fundamental to the maintenance of human groups and society.
Example:	Ordering a meal in a restaurant and getting what you ordered; giving a command to the computer and having the computer carry out the command (a message is transmitted from a sender to a receiver and feedback occurs).

CONCEPT NAME	ATTRIBUTES
Communication (con't)	
Non-example:	Using a disconnected telephone to call for a pizza; speaking to people in a language they don't understand (information has not been transmitted).
	Scrabble tiles (absence of all essential elements except medium).
Community:	A community is a physical setting for institutions that govern the lives of people in groups.
	Communities include the following physical features: a geographic setting; buildings for shelter, commerce, education, recreation and community services; space for recreation; transportation services; communication systems.
Example:	Washington, D.C.; Bowie, Maryland (physical settings for groups of people who share common institutions).
Non-example:	Kendall School (KDES is a physical setting for a group dedicated to the pursuit of only one institution - education).
	Deaf Community (the deaf community is a group of people who share some common interests, characteristics, and institutions, but who do not share a physical environment).
Conflict:	Conflicts are disagreements among two or more parties. They usually arise out of differences of opinion as to what ought to be achieved in a given situation or how an agreed-upon end might be achieved most effectively.
	Conflicts tend to arise over the desire for and use of power by competing individuals

CONCEPT NAME	ATTRIBUTES
Conflict (con't)	
	and groups. The allocation of resources often stimulates conflict. Conflict can have a positive function, ensuring that a variety of views are expressed within generally accepted limitations.
Example:	World War II (disagreement over resources, use of power, and moral principles that became dysfunctional and socially destructive).
Example	Presidential debate (conflict about what ought to be achieved and how, managed within acceptable limits to guarantee the expression of divergent views).
Non-example:	Two people schedule a meeting but each arrives on a different day (no evidence of disagreement - just misunderstanding).
Consumer:	A consumer is a person who uses goods and services. An intelligent consumer considers the cost and quality of goods and services and the cost of various payment modes before making a purchase.
Example:	Terry purchases a new car; Leslie leaves clothes at the cleaners.
Non-example:	A lone person on a desert island, totally dependent on natural resources for survival.
Culture:	Culture includes all of the learned values and behaviors of a group of people, handed down from generation to generation. Culture includes the political, economic, religious, educational, and social institutions of a group.

CONCEPT NAME	ATTRIBUTES
Culture (con't)	
	Culture is universal, in that all groups of people must establish institutions to solve basic problems of survival and community life.
	Most cultures have subcultures embeddded within them. A subculture is the behavior and values of a small group of people who share most major institutions with the larger culture but who have developed some unique behavior and value patterns based on special needs.
Example:	American culture; Chinese culture; American Deaf subculture; American Black subculture (all cultures or subcultures with values and behaviors developed in response to group needs). needs).
Non-Example:	All black people in the world; all tall people (people who share only physical characteristics are not considered a separate cultural group).
Government:	Government is an institutionalized, agreed-upon system of rules, authority, and decision-making.
	Governments take many forms, depending on who has authority and how rules are made. Kinds of governments include tribal council, democracy, monarchy, anarchy, dictatorship, and republic.
Example:	U.S. government; Navaho Tribal Council (rules, authority, and decision-making systems are institutionalized).
Non-example:	A group of people standing at a bus stop, a lone person marooned on a desert island (no agreement on how decisions are made).

CONCEPT NAME	ATTRIBUTES
Group:	A group is two or more people who interact, communicate, and share common interests and goals.
Example:	School class, family, cub scout troop (share goals, interact, and communicate).
Non-example:	People standing at a bus stop (share a goal but don't interact or communicate); one person (not two or more people).
Human Resources:	People, their talents, skills, and physical characteristics that can be used to produce goods and services to satisfy wants and needs.
Example:	Doctors, carpenters, ditchdiggers (producers of goods and services).
Non-example:	Children (do not produce goods and services); factories, forests (not people).
Industrialization:	Industrialization is the introduction of a system of production which requires the large scale use of machinery and non-human/non-animal power resources. Industrialization is often accompanied by the specialization of labor, the process of urbanization, and the development of major transportation networks. Industrialization requires vast quantities of raw materials and capital resources.
Example:	A factory that makes 1000 pairs of shoes each day (requires use of machinery, specialized labor, and power sources).
Non-example:	A shoemaker who makes one pair at a time by hand (no division of labor or large scale use of machinery).

CONCEPT NAME	ATTRIBUTES
Interdependence:	Interdependence is reliance on the exchange of goods and services among individuals or groups to satisfy wants and needs in a community. Interdependence implies cooperation, with various groups working together and exchanging goods and services.
Example:	Relying on food stores to supply food; relying on doctors to help prevent and cure illness; relying on schools to educate young people (exchange of goods and services to satisfy wants and needs).
Non-example:	Raising your own food, curing your own illnesses, educating children in the home (self-reliance).
Laws/Rules:	Rules are guidelines for behavior; laws are formalized rules, written or unwritten, agreed upon by a group to protect people and property. Laws are usually accompanied by formal sanctions and penalties for breaking the law.
Example:	Laws prohibiting robbery, laws prohibiting assault, laws prohibiting racial discrimination (formal, written rules with sanctions).
Non-example:	Men cannot wear skirts (this is accepted behavior, but not a rule or law because there are no formal sanctions).
Leadership:	Leadership is direction of a group of people in the achievement of a goal. in the achievement of a goal. Qualities of effective leadership include concern for the best interests of those being led, willingness to negotiate to resolve differences, strong convictions.

CONCEPT NAME	ATTRIBUTES
Leadership (con't)	
Example:	The President of the U.S. exercises leadership.
Non-example:	Mob behavior (group of people acting without the direction of an individual leader.
Natural Environment:	Natural environment is the sum total of natural conditions that influence the life of an individual or a group. As human beings interact with the environment, both they and the environment are changed. Natural resources in the environment are finite and must be used with care.
Example:	A city, a mountain forest, a tropical island, (sets of natural conditions).
Non-example:	An office building (Not a set of natural conditions).
Natural Resources	Natural phenomena that make it possible for humans to live on earth. Humans use natural resources directly to satisfy basic needs and to produce other goods that satisfy human needs.
Example:	Sunlight, soil, minerals, wildlife (natural elements).
Non-example:	Hammer, nails (man-made, not natural); doctors (human, not a natural element).
Produce/ Production:	Production is the process of making goods or producing services to satisfy wants and needs.
Example:	Doctor (produces service), farmer (produces food), Ford Motor Company (produces automobiles).
Non-example:	Baby, unemployed factory worker (produce no goods or services).

CONCEPT NAME	ATTRIBUTES
Region	Regions are areas of the earth that are alike in terms of specific criteria. Regions are identified and defined for specific purposes. A different category may be used for each purpose.
Example:	Regions of Washington, D.C. defined by average price of homes; regions of the U.S. defined by dominant economic base -- farming or industry; regions of the U.S. defined by climate (all are physical areas defined by a common characteristic).
Non-example:	The United States, Asia, the European Common Market.
Rights:	Rights are privileges to which people are entitled. In America, fundamental human rights are specified in the Constitution and are protected by laws. Different cultures have different interpretations of human rights.
Example:	Equal opportunity to apply for jobs regardless of race, religion, sex, handicap (a privilege in the U.S.).
Non-example:	In Canada, personal property may be searched without a search warrant.
Scarcity:	Scarcity is called the "central economic problem." Wants and needs are unlimited and will always exceed limited and finite resources. Scarcity requires all human beings and groups to make choices. Scarcity is universal; wealth does not "cure" scarcity.
Example:	Recess time (only so many minutes long -- can't do everything); salary (wants and needs exceed resources).
Non-example:	Garbage, nuclear waste (limited want or need for these items -- unlimited supply).

CONCEPT NAME	ATTRIBUTES
Specialization:	Specialization is the performance of specific tasks in a chain of several tasks that result in the production of goods and services. Specialization is a characteristic of modern industrial economies where the production of goods and services is based on complex interdependencies.
Example:	Assembly line (each worker has a specialized role in the production of goods).
Non-example:	Spinning the cloth and making your clothes (one person performs all the tasks in the production of goods).
Technology:	Technology is the use of tools to help satisfy people's wants and needs.
Example:	Axe, computer (tools engineered to serve people's wants and needs).
Non-example:	Fruit (satisfies needs but is not a tool or a product of science and engineering).
Urbanization:	Urbanization is a process of change that creates an interdependent, technology-based community. Urbanization can change a rural town into an urban city or can create an urban setting where no community previously existed.
Example:	Columbia, Maryland (an interdependent technology-based city created from farm land); Washington, D.C. after W.W. II (an interdependent, technology-based city developed from a small, one-focus town).
Non-example:	Poolesville, Maryland (a small, rural community).

APPENDIX B. GLOSSARY

TECHNICAL TERMINOLOGY RELATED TO THE SOCIAL STUDIES CURRICULUM GUIDE

Concept Narratives:	Narrative descriptions of the main concepts upon which the goals and objectives of social studies are based. The Concept Narratives make up Appendix A.
Core Objectives:	The yearly terminal objectives in the knowledge domain that are most important within a given level of instruction. Core objectives are indicated by asterisks.
Essential Practices:	Instructional practices, techniques, and strategies that promote success in the classroom.
Goal Areas:	Categories into which the objectives are organized and sequenced. The scope and sequence section lists all objectives by goal areas.
Levels of Instruction:	A series of nine sets of materials to help teachers implement the guide. Each level, 1 through 9, includes a Level Overview, a Student Progress Checklist, and a set of four to six Unit Themes. A level of instruction represents approximately one school year of instruction.
Level Overview:	One-page descriptions of the themes, concepts, and main ideas of a level of instruction. They serve as introductions to each level, 1 through 9.

Glossary (con't)

Scope and Sequence:	Lists of yearly terminal objectives organized according to goal areas, for the domains of knowledge, skills, and values.
Student Progress Checklist:	A checklist of knowledge, skills, and values objectives relevant to a single level of instruction. These include a marking system for recording student progress on the objectives. These checklists may serve as an ongoing record of individual students' progress throughout the course of a year. There is a Student Progress Checklist in each level of instruction, 1 through 9.
Student Progress Summary Charts:	Two charts on which to record student progress, one for the knowledge domain and one for skills and values. Each chart lists objective numbers and levels of instruction within goal areas. It serves as a record of each student's status in the overall scope of the social studies program, levels 1 through 9.
Unit Objectives:	Sub-objectives, or enabling objectives for yearly terminal objectives, listed as resources within each unit theme.
Unit Theme:	Resource materials designed to assist in the development of instructional units. For each level of instruction, there are four to six unit themes. For each yearly terminal objective in the knowledge domain of a level, the unit theme suggests related skills and values objectives, main ideas, concepts, unit objectives, and resources.

Glossary (con't)

Yearly Terminal Objective:	A general objective, suggested for a given level of instruction. Yearly terminal objectives are organized according to goal areas within the domains of knowledge, skills, and values.

APPENDIX C

ESSENTIAL CLASSROOM PRACTICES

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GENERAL CLASSROOM PRACTICES

One of the components that define a curriculum is the essential practices that are associated with it. Those particular practices set a given curriculum apart from others, and make it possible to identify the program. They also define skills and knowledge teachers will need to demonstrate before they can say that the curriculum is in place. The following is a summary of the essential practices for classroom planning, instruction, and evaluation.

Planning

The relationships among objectives, instruction, and evaluation must be clear and cohesive: objectives set up for individual students (based on curriculum guide objectives) are the focus for instructional activities and later for evaluation. As much as possible, objectives should be organized into integrated units. Those units should include reading, writing, and communication, as well as various thinking skills.

Activities in the instructional units (or organized in other ways) should provide an experiential context for learning. As students engage in activities that have meaning for them, they acquire a cohesive view of the world. The activities that teachers use to help students achieve the objectives should include opportunities for experimentation and exploration, and should encourage students to generate hypotheses and make predictions.

Instruction

Teachers should establish an educational environment that encourages students to take risks. Each new attempt is an opportunity for students to test their hypotheses and predictions and to take further chances. Several ways to encourage risk-taking are described briefly below. More extensive discussion is provided throughout the curriculum.

- Allow sufficient "wait time" between the teacher's question and the student's response. Students need time to think, and the teacher can communicate the idea that a thoughtful answer requires time to construct.

- Encourage students to think creatively by indicating openness to a variety of approaches and ideas. Frame questions that will encourage several appropriate, alternative responses.

- Do not penalize incorrect predictions and hypotheses; rather, encourage students to re-evaluate their own responses.

Evaluation

Evaluation flows from instruction, which is based on objectives. At the classroom level, evluation is likely to be criterion referenced, with individual programs based on evaluation of student progress on particular objectives. The evaluation and record keeping procedures suggested in this curriculum guide will help teachers monitor student progress toward accomplishing the objectives, and will also supply information about any needed program modifications.

ESSENTIAL CLASSROOM PRACTICES

INTRODUCTION

The KDES Social Studies Program emphasizes three kinds of learning:

1. Knowledge - Cognitive development through an understanding of concepts from the social sciences.

2. Attitudes/Values - Development of social and moral reasoning.

3. Skills - Mastery of skills related to the acquisition and organization of information, problem-solving, effective participation, application of reading and writing processes to social studies materials, and map skills.

This social studies program places major emphasis on cognitive development. The practices described below are, therefore, largely cognitive in nature.

The term "cognitive development" merits a closer look. Cognitive refers to the organized thought processes referred to as "thinking." "Development" implies the existence of patterns or levels of thinking which improve qualitatively over time. To encourage cognitive development, teachers should be attentive to the mental processes and classroom activities that occur at each level. Cognitive processes and classroom practices are described below for each of three broad cognitive levels. A more detailed description of cognitive levels can be found in the Rationale section of this guide (page 3).

The practices described in this section should be used to teach social studies objectives identified for each year. Objectives relating to cognitive processes and other skill areas may be taught in the context of social studies or other selected content areas. Cognitive objectives provide the process through which knowledge and values are acquired.

The practices suggested here are examples of the kinds of activities that encourage specific mental processes. It is assumed that teachers are already using many of these practices as well as others that are not listed here. Teachers are encouraged to review their current practices to determine the cognitive level of the activities. Current practices can then be sequenced to promote maximum cognitive development.

ESSENTIAL PRACTICES IN THE KNOWLEDGE DOMAIN

The knowledge domain includes three cognitive levels: factual, conceptual, and theoretical.

1. FACTUAL LEVEL

At the factual level, students recall, recognize, identify, gather, or enumerate information about social studies concepts and translate information into their own words.

One of the essential practices is to provide opportunities for students to gather the basic data they need to develop social studies concepts. It is important to keep in mind that acquiring information at the factual level is not an end in itself. Students benefit from information only when that information has been incorporated into the student's conceptual framework.

Data or information gathering for social studies takes many familiar forms. When students read text, pictures, charts, graphs and maps, observe their environment, interview individuals to collect information, or watch movies or TV, they are engaging in data gathering activities at the factual level.

Children need a lot of data (experience) in order to form accurate concepts. This is analogous to a "whole-language" approach in language arts. Students should be provided sufficient content for reading, a meaning-centered task. Similarly, students need sufficient data for the meaning-centered task of concept formation.

Unfortunately, the amount of information presented in most social studies textbooks is inadequate for the developent of conceptual schemes. For example, in a typical textbook chapter about the development of frontier communities, the student reads a couple of paragraphs about the gold rush and the homestead laws, which enabled many people to acquire land in the west. The textbook then begins a discussion of lawlessness in the west and names a few famous lawmen. Given this information, the brain would not have enough data to form any of the appropriate concepts: expansion, pioneers, vigilantes, etc.

To form social studies concepts, students need a mass of information about one subject. To form the concept of pioneer, for example, students need data about the daily lives of pioneer women, men, and children. They need information about how pioneers met the basic needs of survival on the frontier, and about how frontier communities were formed. Textbooks rarely provide enough data on this or any subject.

Ideally students should gather social studies information from a variety of sources. Some of the best sources for data include student observations of their environment, interpretation of pictures, viewing movies or filmstrips with an emphasis on visual interpretation of images, interviewing real or role-played people, and reading rich, descriptive passages on a subject.

Suggestions for Data Gathering Activities:

An excellent beginning point for data gathering involves reviewing and enumerating data already known or experienced by the students. "Brainstorming" is a useful technique for this purpose. It is also a useful strategy in pursuit of other important curriculum goals, such as the development of problem-solving and decision-making skills. The Random House Unabridged Dictionary defines brainstorming as:

> "A conference technique of solving specific problems, amassing information, stimulating creative thinking, developing new ideas, etc., by unrestrained and spontaneous participation in discussion."

Teacher's Role: The teacher initiates the activity by posing a question ("What did you see on our trip through the neighborhood this morning?") or stating a topic ("Let's collect all the information we have in our heads about pioneers."). Teacher functions include recording all the information offered, asking for clarification or repetition, asking students to rephrase each other's suggestions, and keeping the group focused on the topic or question. Brainstorming is not a search for the "right" answer; you should support and accept all student responses. You may want to suggest other items to add to the brainstormed list. A well-chosen teacher suggestion may trigger new lines of thinking for the students.

Student's Role: Students should be taught the following rules of brainstorming and should monitor each others' behavior to make sure that the rules are followed.

1. Concentrate on the topic or question - search your brain for information, new ideas, feelings, etc.
2. Volunteer whatever "pops into your head".
3. Wait for an opening; take turns volunteering suggestions.
4. Repeat your idea until the teacher writes it down.
5. Don't criticize anyone else's ideas.
6. Use other students' ideas to help you think of new ideas yourself.

Brainstorming is an excellent way to assess student knowledge at the beginning of an instructional unit. Brainstorming can also be used as a way to evaluate student learning at the end of a unit. Perhaps the most common use of brainstorming is to provide data or factual information as a prerequisite for the next cognitive level - the conceptual level.

Brainstorming is one way to have students enumerate data. There are a number of other activities that encourage students to gather data prior to conceptualization. For example, students can use the library or take a field trip to collect images of a community. Each student produces an image of a community in a collage or picture; the pictures or drawings become the data needed for the next step in the cognitive sequence.

2. CONCEPTUAL LEVEL

At the conceptual level, students use social studies information to build categories and form concepts, generate examples of concepts, compare and contrast, make inferences about cause and effect, generalize.

Students conceptualize through the mental processes of classifying and categorizing. One of the essential practices involves providing opportunities for students to sort information into various categories and classification schemes. These classification schemes become the social studies concepts upon which further knowledge is built. Classifying data in categories also provides numerous opportunities for the development of meaningful new vocabulary.

Suggestions for Classifying Activities

Classification activities take many forms. The teacher may want to have students sort objects or data into pre-set categories with concept names already attached. Concept formation is better achieved when students sort information or objects, pictures, etc. into categories of the student's choosing, and label those categories themselves.

Providing opportunities for students to compare and contrast phenomena is another essential practice that helps students to form more sophisticated concepts. Comparing and contrasting are particularly useful practices for helping students focus on similar aspects of unrelated content. Objectives in this guide provide numerous opportunities for comparison and contrast. Types of families in the U.S. and around the world, types of communities in the U.S. and around the world, types of communities here and abroad, various forms of conflict, types of economic systems, etc., all provide opportunities for making comparisons.

There are three main steps in the task of comparing and contrasting:

Step 1: Gather and Examine Information - Students should gather and examine information about similar aspects of selected topics and concepts with the same questions in mind. For example, how are goods and services distributed in the United States and Russia? Information about goods and services in the U.S. and Russia should be listed on a chart so that the information is readily accessible to the class.

Step 2: Explain Information - The second step involves explaining what was found by comparing and contrasting similar information, such as how each country decides what products to produce.

Step 3: Generalize: - In a third step, the class looks for generalizations by inferring common features and differences. In the example of goods and services in Russia and the U.S., students would look for generalizations about decision-making in each country (in Russia, the state makes production decisions; in the U.S., individuals and corporations decide what to produce).

This three-step process is particularly useful. It encourages the organization of information on a retrieval chart, providing a conceptual framework to facilitate subsequent comparisons. The process is designed to:

- Break complex assignments into smaller tasks, upon which students can focus one at a time.
- Help students organize their information so that tasks can be handled efficiently as well as effectively.
- Arrange tasks in an incremental sequence so that each previous task lays the groundwork for subsequent tasks.

In general, conceptualization is encouraged through learning experiences in which students interpret and attempt to draw inferences from data. Reading, viewing films and pictures, observing, and interrelating research data assembled by several individuals or teams of students are all examples of activities that can support comparison and contrast. Not all learning experiences require comparison. Learning experiences should, however, require the capacity to:

- Identify the important points in data.
- Differentiate the relevant from the irrelevant.

- Discern cause and effect relationships.

- Make generalizations.

Learning to make inferences can be difficult for students. Students are often trained to expect specific answers and therefore have no model for inferring. However, the KDES Language Arts Program encourages inferences and, in coordination with the social studies program, can provide a powerful stimulus for the development of inference skills.

3. THEORETICAL LEVEL

At the theoretical level, students use social studies concepts to test hypotheses, make predictions, make value judgements based on criteria, or develop criteria to make value judgements.

The theoretical level is usually approached only after students have completed a sequence of preliminary tasks described in the data collecting and conceptual stages. Theoretical tasks require students to use a storehouse of facts and generalizations to answer theoretical questions. For example, if a class of 10-year old children knows what a desert looks like, the kinds of life it permits, and how water affects the productivity of soil, they can predict what might happen to life in the desert if water became available in quantity. In essence, students need to use what they already know in the conditional form in order to hypothesize about the consequences (if/then).

Suggestions for Theoretical Level Activities

A special sequence of teacher questions can facilitate mental processes at the theoretical level.

1. Ask students to respond to a "what if" kind of question.

2. Ask students to explain or support their predictions and hypotheses.

The teacher asks "Why do you think this would happen?" To respond to this kind of question, the student must establish the causal lines leading from one event to another.

CONCEPT LEARNING: SPECIAL TEACHING STRATEGIES

Researchers working with teachers have designed several teaching strategies to help teachers modulate the cognitive level of classroom activities. Two well-known and widely used strate-

gies include CONCEPT ATTAINMENT EXERCISES and CONCEPT FORMATION ACTIVITIES. In both strategies, students begin to work at the factual level and move quickly to the conceptual level. At the discretion of the teacher, both strategies can be extended to the theoretical level.

Concept Attainment Exercises

Concept attainment exercises are an excellent way to help students understand social studies concepts the teacher has pre-selected for instruction. In concept attainment exercises, students are provided with samples of data one at a time, and are told which are examples of the concept and which are not. The students' task is to decide what the examples of the concept have in common (the attributes of the concept) and to guess what the concept is.

If you want to teach the concept of community helpers, you might locate a set of pictures of community helpers, such as police officers, fire fighters, etc., and a set of pictures of people engaged in other kinds of activities not associated with public service. Show the class one or two pictures of the community helpers and tell the class that these pictures are "yeses,"; that is, they are examples of the concept. Alternate pictures of community helpers with pictures of other kinds of people and activities, labeled "no". Students have to guess what all the "yes" pictures have in common and ultimately try to explain the attributes (characteristics) of the concept of "community helpers."

Using concept attainment exercises as described above assumes at least a minimal experience and language level. With very low functioning students, teachers might use concept attainment exercises to sum up or evaluate the effect of simple exposure activities. In other words, for some children, teachers will need to provide a lot of structured experiences before conducting concept attainment exercises.

Concept attainment exercises can have several variations, depending on the cognitive level of the students. In the example given above, the teacher might show several "yes" pictures and several "no" pictures and then show a picture without indicating "yes" or "no". Some students might be able to identify correctly whether an example is a "yes" or a "no" before they are able to explain the attributes of the concept. In other words, correctly distinquishing examples from non-examples is easier than verbalizing the attributes of the concept.

Concept attainment exercises have a vocabulary all their own. To understand concept attainment strategies, you must first master some of the vocabulary. Here are several terms used in concept attainment exercises for the classroom.

NAME: Each concept has a label or name.

> "Urban," "rule," "government," "community" are all names given to a category of objects, experiences, or processes. Although items commonly grouped together in a category with one concept name may differ from one another in certain respects (for example, communities differ greatly), the common features cause them to be referred to by the same term.

EXAMPLES: Examples mean instances of the concept.

> In the case of community helpers, pictures of police officers and fire fighters are called "examples" of the concept or "positive examples," while pictures of children playing in a park would be "negative examples" or "non-examples" of the concept of community helpers. If the concept is "urban," then pictures of cities would be positive examples and pictures of farms and countryside would be negative examples. Part of knowing a concept is recognizing positive instances of the concept and also distinguishing between closely related but negative examples. This last differentiation is extremely important for students to master in order to form clearly defined concepts.

ATTRIBUTES: Attributes are the common features or characteristics of examples in the same category.

> In the case of "urban," attributes would be tall buildings, large populations, many highways and transportation systems. What makes one concept different from another is the combination of attributes. Some suburbs have roughly the same size buildings as cities but differ in other attributes, such as population size.

Students sometimes benefit from an inductive approach, and other times from a deductive or expository strategy. Descriptions of both approaches are presented below.

Steps for an Inductive Approach:

1. Present students with the name of the concept and several examples that illustrate the concept. Examples can be in the form of pictures, stories, or first-hand experiences.

2. Present examples and non-examples alternately to the students. In each case, indicate whether it is an example or a non-example -- a "yes" or a "no."

3. Ask students to guess (infer) the critical attributes of the concept based on the examples and non-examples. Students should be looking for common features of the examples.

4. Have students apply the concept to new examples and non-examples. This practice tests the students' understanding of the concept and expands learning. Immediately reinforce correct answers and correct wrong answers.

Steps for a Deductive Approach:

1. Present students with the name of the concept and a definition that includes all of the essential defining attributes of the concept.

2. Alternately present examples and non-examples of the concept and explain why each is or is not an example.

3. Present new examples and non-examples to test the students' understanding and expand learning. Immediately reinforce correct responses and correct wrong responses. Ask the students to explain their responses - why each was or was not an example of the concept.

Summary: Concept Attainment Exercises

Before beginning to teach, the teacher:

1. Chooses the concepts.
2. Identifies the attributes.
3. Selects and organizes material into positive and negative examples.
4. Sequences the examples.

Most textbooks do not include concept attainment exercises although the pictures featured in lower-level tests are often good resources for these exercises. Most of the time, teachers will have to find or make their own examples, extracting ideas and materials from texts and other sources, but making sure that the attributes are clear.

that have something in common. The teacher typically starts this kind of activity by asking, "What things seem to go together?" As students suggest groups of items, they should also be asked to explain the basis for their groups--their criteria for grouping certain items together. Students should also be encouraged to realize that certain items may be placed in more than one group. Students might group listed words as follows:

water, food, clothes

knife, gun

axe, pick, shovel

clothes, blankets, tent

Step 3: Labeling

The teacher asks the class to suggest labels for each group; "What should we call this group?" or "What word would describe this group?" The examples above might be labeled as follows.

Things needed to survive: water, food, clothes

Things needed for protection: knife, gun

Tools: axe, shovel

Things to keep us warm: clothes, blankets, tent

Step 4: Drawing Relationships

Students begin to draw relationships among the groups, using the labels as main ideas and the items listed as supporting information. One good way to do this is to draw a diagram or "cognitive map" of the concept. This is particulary important with the abstract concepts commonly taught in social studies. The concept of "pioneer" might look like this:

PIONEER

TOOLS

pick axe shovel

SURVIVAL

food water clothes

WARMTH

clothes blanket tent

PROTECTION

knife gun

SUMMARY: CONCEPT FORMATION STRATEGY

1. After students have been exposed to information or new experiences, they are asked to describe and list what they read or observed.

2. When a long enough list has been compiled, students are asked to find some basis for grouping items and to identify and explain their reasons for forming specific groups.

3. Students label or name the groups they have formed and consider whether items could be grouped under these labels or whatever groups might be recombined or relabeled.

4. Students draw relationships.

GENERAL QUESTIONING AND DISCUSSION STRATEGIES

QUESTIONING STRATEGIES

The types of questions teachers ask set up mental processes for each class activity. One essential practice, therefore involves the use of a deliberate sequence of questions, as described below, to move students from the factual level to the conceptual level and on to the theoretical level; for example:

Factual Level:	What did you see? hear? note?
Conceptual Level:	What belongs together? On what criteria?
	What would you call these groups? What belongs under what?
	What does this mean? What would you conclude?
Theoretical Level:	What would happen if...?

The teacher sets the focus for a discussion by asking a question that establishes both the topic to be discussed and the particular cognitive operation to be performed. Focusing is important because children (as well as adults!) tend to indulge in associative thinking. That is, people tend to branch off on a word or phrase from a preceding statement and make irrational transitions from one topic to another.

Focusing questions may be open-ended, permitting many alternative answers, or they may be closed, limiting the response to one "right" answer. The question "When was the state of California admitted to the Union?" permits only one right answer. Using many closed questions builds convergent minds, which look for simple right answers. In contrast, the question "Why was California admitted to the Union?" permits a variety of speculations. A balance must be struck between questions that demand recall of information and questions that encourage students to make use of the information to form concepts.

Open-ended questions are essential for the development of cognitive processes and the acquisition of complex concepts. Unfortunately, many students are uncomfortable with questions for which there is no right or wrong answer. Students constantly look for feedback from the teacher to indicate whether their responses are correct. Students need to develop patience and endurance for discussions where there is no certain answer. Teachers should reinforce student willingness to participate

attentively in open-ended discussions, and should reward students who are willing to take risks by suggesting new ideas.

Some questions encourage nonproductive rather than productive thinking. The question "What are the important cities in the United States?" provides a poor focus because the word "important" is arbitrary and meaningless. Such a question assumes that students can determine importance without any predetermined criteria. Does one look for large cities, capital cities, old cities...? Students have only two alternative responses -- either guess at what the teacher wants or recall information given in a book. Neither response encourages useful cognitive activity.

Questions that ask for clarification are essential for the teacher and serve as models for students. Teachers should seek clarification from students by asking them to specify meaning or give examples. This provides an opportunity for the teacher to help students extend their use of language, and provides an informal means for the teacher to evaluate student understanding. Asking for clarification is also an important daily survival skill. All students should be able to identify problems and ask appropriate clarifying questions.

Children rarely ask for clarification on their own. Many students are accustomed to not knowing what people are talking about. Some students can sit still throughout a discussion and never ask for clarification of material they don't understand. Students should be taught and encouraged to ask clarifying questions of teachers or of other students. One way to do this is to ask students to paraphrase what other students say. If they cannot paraphrase previous comments correctly, students should be taught to ask for more clarification and should be rewarded when they do ask.

One essential practice for all areas of instruction involves allowing students enough time to think of an appropriate response to a question before you move on to another student, ask an easier question or supply an answer. Research indicates that teachers typically allow only a second or two to pass before they "give up" on a student or decide to rephrase the question in an easier form. One or two seconds is not enough time for students to formulate answers to most questions. Some children with limited language skills may have particular problems either receptively or expressively, but may be able to give surprising and appropriate responses if allowed more time.

Try this: After you ask a question, wait five to seven seconds before you call on any student to give an answer. Encourage the entire class to think about the answer. This is not easy to do at first. Neither students nor teachers are com-

fortable with silence or with no "action" in the classroom. But the quality and quantity of student responses usually goes up as teachers allow more time to pass before requiring answers to questions.

DISCUSSION STRATEGIES

Class discussion is essential to a cognitive approach to social studies. Discussion should be used extensively to develop cognitive skills, attitudes, and feelings, and to get the greatest possible use from the content of the social studies program. While there are many different forms of class discussion, three main categories will be addressed in this section.

Free Discussions require little direction except for the initial teacher questions. The process involved is recall and information retrieval. Usually, student responses are accepted as they are offered, except for occasional clarification. Free discussions should be used to open new topics (listing problems, ideas, or remembered content) or to react to a situation which involves feelings. Feelings differ, and usually all feelings are acceptable. In free discussions, the teacher should allow spontaneity and refrain from evaluating responses.

Semi-Controlled Discussions are used to exchange information after a period of data gathering. The students may have read, visited, or explored something. Now the task is to integrate the new information. Small teams or individual students should report back to the class after they have gathered data on a subject, with exchange of information as the purpose. Since much of this kind of information will be used later for comparison and contrast, it is useful to control the discussion by making a chart of the information presented. With younger children, the teacher may need to make the chart as well as supplying the basic information. Older children may fill in their own copies of the chart for later reference. However, the teacher may need to summarize information on the board to be sure everyone has the main points for later use.

Controlled Discussions are those in which the coginitive processes are directed by a carefully planned sequence of teacher questions. This kind of discussion can establish a particular sequence of steps for processing data or developing ideas. In most cases the students supply the data, as well as processing it. The concept formation strategy described earlier is a good example of the controlled use of questions to guide mental processes.

Several other discussion strategies will be described in the section title "Essential Practices for the Attitudes/Values Domain."

PROBLEM-SOLVING AND DECISION-MAKING SKILLS

Effective citizens need to know how to solve problems that arise from group living and to make decisions based on a rational examination of alternative behaviors and related values. Children do not spontaneously develop problem-solving skills; They must be explicitly taught. Daily experiences at home, in the classroom, and in the school community can provide issues for problem-solving and decision-making. Older children can expand their skills to issues that arise from community life and national and international affairs. Regardless of the simplicity or complexity of the issue, teachers should probably follow the problem-solving sequence described below.

Students should:

A. Identify problem issues or situations that require group or individual decisions.

B. Identify alternative courses of action or solutions.

C. Predict the consequences of each proposed solution or action.

D. Make a decision or adopt a solution based on the data gathered.

E. Evaluate the effectiveness of the solution or decision.

Activities to Develop Problem-Solving Skills

As with other skill areas, problem-solving skills must be developed in a meaningful context for students. Many of the real problems that children face involve the concept of scarcity -- wants always exceed resources. For example, children often experience scarcity in terms of how to use their leisure time or how to spend small amounts of money. Other problem areas relevant to children's experience include peer relationships and issues of authority and fairness in the classroom.

Classroom procedures, responsibilities, and rules -- typical considerations for all teachers at the beginning of the year -- provide good context for the development of problem-solving skills and the concept of fairness. Begin by asking the class, "What jobs will help keep our classroom comfortable, clean, and attractive?" "What procedures will help our day run smoothly?" or "What kinds of behavior do we like to see in ourselves and our

classmates?" Very brave teachers might ask "What kinds of behavior do we like to see in our teachers?" Students should brainstorm a list of "areas or situations where rules might be needed." This encourages students to identify issues or situations where decisions are required, rather than leaving that responsibility to the teacher.

After the class has brainstormed a lengthy list of items in response to your question, students should suggest and discuss possible rules in each area. The teacher should anticipate the kinds of rules children will suggest and prepare to guide the discussion effectively.

As students suggest procedures and rules, focus the discussion on issues of fairness. Ask "Which procedure is more fair?" Encourage students to discuss the characteristics of a "fair" rule or procedure.

Help students to restate suggested rules in positive ways. Use "Walk in the halls" instead of "Don't run in the halls."

Have the class vote to accept or reject each procedure or rule. When a final list has been agreed upon, post it with great pomp and ceremony - this is, after all, the Bill of Rights and Constitution for your class as a small community. It is important to note that students at all levels can enjoy and benefit from this activity.

Similiar practices should be used with a variety of real issues that arise in school. Consider establishing regular class meetings that mirror the democratic processes of small communities. A suggestion box can be used to help students identify problems that require resolution.

Wherever possible, give decision-making and problem-solving responsibility to students, including the responsibility of living with their decisions, at least for a short time. Reinforce the problem-solving process by using strategies that teach the process. For example, after students have been exposed to a problem-solving experience, put the steps in the process on separate index cards and see if students can sequence them in the correct order or fill in a step that is missing from the process.

DEVELOPING PARTICIPATORY SKILLS

Participatory skills are critically important in a democracy. They and include such things as the ability to work

with another person or a group to complete a task; the ability to take various roles within a group; and the ability to work with people of different races, sexes, nationalities, etc. Competence in working with others is enhanced by problem-solving and decision-making skills. Also important for developing participatory skills is an understanding of dependence and interdependence in school, family, and community groups.

Practices that build participatory skills include:

- o Partner learning, peer teaching, and cross-age tutoring.

  Teaming students for learning purposes can accomplish several different objectives. It gives students an oppor tunity to improve their interpersonal skills. Students who act in the role of teachers actually learn a great deal about the topic they are teaching.

- o Small and large group projects in which students help set the goals.

  For group tasks, decide how best to allocate responsibilities within the group when the task is completed.

Participatory skills can be developed through activities that result in a real product at the end. The production of finished materials of some kind helps students evaluate the effectiveness of the group or team. The content of the social studies curriculum provides many opportunities for the creation of products.

Plays can depict historical events.

Written and oral reports require a range of cognitive processes.

Small scale models of concepts (such as communities) can be constructed from common materials.

Participatory skills can be combined with problem-solving skills when students meet as a group to solve real problems such as classroom or school government. The school should provide classroom and school-wide opportunities for students to practice responsible citizenship behavior.

APPLYING READING AND WRITING SKILLS TO SOCIAL STUDIES MATERIAL

As with problem-solving and participation, reading and writing skills are an important aspect of citizenship education.

Most of the information a citizen needs to participate effectively in a democracy comes from print. As with other skills, the KDES philosophy mandates a functional approach to the application of reading and writing skills to social studies material.

Using practices specified in the Language Arts Guide, teachers should have students identify the main and supporting ideas in social studies readings. Teachers should also focus on encouraging students to observe and discuss a variety of important relationships that appear in social studies materials. Cause and effect relationships; classes and categories of ideas; and relationships based on place, sequence, and time are all critical to an understanding of written social studies materials. Teachers should also focus on the skills for following written directions and using information to further comprehension.

The social studies provide countless opportunities for students to develop and apply writing skills. The KDES Language Arts Guide identifies a variety of purposes for writing. To help teachers incorporate writing activities in their social studies classes, the writing objectives are listed below with specific suggestions for social studies-related activities.

Write to record information:

Write questions for a social studies field trip.

Dictate words and phrases for a brainstormed list of concept-related ideas.

Complete a practice job application form.

Record historical events for a narrative.

Take notes from a social studies speaker.

Write to persuade or influence:

Write directions in logical sequence using directional words (north, south, etc.) and sequence (next, then, etc.).

Write editorials or letters expressing views to newspapers or public figures.

Write campaign speeches for historic or contemporary candidates (or for self as candidate).

Write to report information:

Write reports on observations from social studies field trips.

Write news reports about historic or contemporary incidents.

Write reviews of social studies books, movies, TV programs, etc.

Write in an expository manner:

Dictate descriptions of holiday celebrations, birthdays, and other special events.

Report facts based on observations or readings related to social studies topics.

Write stories based on historic events and characters.

Write biographies of historic figures.

The activities suggested above are, of course, only a few of the possible ways to integrate writing and social studies.

GATHERING, ORGANIZING, AND REPORTING INFORMATION

Effective citizens need to know how to acquire, organize, and report information. This area emphasizes the ability to identify and locate sources of information through reference and library skills, including the use of computerized information retrieval systems; the ability to arrange information in usable form: and the ability to present information in writing and through the air. These are functional skills that should be taught within a meaningful context.

Social studies provides many contexts for the developent of information gathering and reporting skills. Field trips, surveys, and interviews with parents and other adults or children all provide ways for students to gather information first hand, from direct experience.

Knowing where to go or whom to ask for information is an important part of the information gathering process. Teachers should provide students with opportunities to explore and discuss ways of getting the information they want and need. For example, students could generate a list of questions or situations for which they need specific information. (What time is recess? What activities are available during recess? Where can I buy a computer?) The class can then list a number of possible people to ask for the needed information and can discuss which person would be most likely to answer each question.

Information gathered from direct experience can then be converted to charts, maps, or graphs; written in a report; or presented to other class members through the air.

Information gathered from written sources, filmstrips, movies, or videotape, or from observation of photographs and artistic representations, should also be used in a presentation of some kind. Three main steps -- gathering, organizing, and reporting information -- should be taught in a variety of contexts.

As part of the KDES program, every student has time set aside to work in the library. Information-gathering skills are clearly library skills, and classroom teachers are urged to work closely with the librarians to coordinate their teaching. Skills introduced in the classroom can be reinforced and applied during the time students spend in the library, and skills taught in the library should be coordinated with classroom work.

E. INTERPRETING AND ORGANIZING INFORMATION IN GRAPHIC AND SYMBOLIC FORMS

Information is often presented in special ways, in forms other than the typical narrative of the printed word. Some of the most common of these alternative forms are maps, globes, charts, graphs, schedules and timelines.

Students are confronted with these sources of information in textbooks and workbooks and classroom materials from the early primary grades. These sources of information become increasingly complex and sophisticated throughout the elementary and secondary years, and comtinue to serve as important resource throughout our lives.

1. It is essential that teachers provide opportunities for students to interpret and organize information in graphic and symbolic forms.

Students need continuous opportunities to practice the skill of interpreting information presented in such resources. They should also develop the skill of organizing and presenting information in these alternative formats as well. Consistent application through classroom activities and assignments will result in the development of the students' abilities to use these resources not only as ways to acquire information, but as powerful tools by which they may clarify and communicate concepts and information of their own.

ESSENTIAL PRACTICE IN THE VALUES DOMAIN

DEVELOPING SOCIAL AND MORAL REASONING

DEVELOPING THE ABILITY TO SEE THINGS FROM ANOTHER PERSPECTIVE

A number of practices can be used to help students develop perspective. To develop physical perspective (a prerequisite to social perspective-taking), have students draw an object, such as a table, as seen from above, below, one end, and one side. Or ask students to constrast what someone sees looking out the window with what someone sees looking in.

Social perspective can be developed by asking students to write letters or diaries from the perspective of a character in a story, a historical figure, or a hypothetical person living during a different time period. Role playing is also effective in developing social perspective and can also be useful, in helping students see another's point of view in the resolution of conflicts.

One of the ways children develop values and learn about the social world is to compare their ideas and theories about people with those of their peers. Researchers at Harvard University have developed and tested a classroom discussion format that works well with values issues (Byrne and Selman, 1972). Classroom discussions begin with story telling. The story should describe an open-ended, real or hypothetical situation about children with social dilemmas. For example:

> Tom and Mike are best friends. Mike has a birthday next week and Tom has to decide what to get Mike for his birthday. Mike has been unhappy recently because his dog ran away. Mike's parents offered to get him a new dog but Mike says he doesn't want another dog. Tom's neighbor has a dog and the dog just had puppies. Tom thinks that maybe a puppy would be a good birthday present for Mike. Should Tom give Mike a puppy for Mike's birthday?

After several children retell the story to make sure everyone has the facts straight, the teacher asks students to think about how to resolve the dilemma. What should Tom do? As students describe what they think Tom should do, the teacher plays a vital role in guiding the discussion. To encourage the development of social and moral reasoning, teachers should ask questions that prompt students to examine their own reasoning

and confront the reasoning of their peers. In this type of discussion, the teacher should encourage students to:

- Offer reasons for their opinions. ("Why do you think Tom should give Mike the puppy?")

- Listen to the reasons of others and rephrase those reasons in their own words. ("Bobby, can you explain to us what Sally just said?")

- Question others about their reasons. ("I'm not sure I understand why Tom should give Mike money for a new dog instead of just giving him the puppy. Can you explain that a little more, please?")

Generally, in discussions about social and moral dilemmas, teachers should not focus on the actions that students recommend (whether Tom should or should not give Mike the puppy). After all, open-ended stories have no right or wrong answers. Instead, teachers should probe the reasons behind their students' opinions, to develop perspective.

Guidelines for conducting open-ended values discussions in the classroom:

1. Focus discussion on relevant dilemmas. Sometimes children may attend to one aspect of a dilemma and cut off or avoid discussion of other relevant issues. For example, in the story above, the children might focus their attention on whether the lost dog will ever come back. This is not really the issue, and the teacher should step in with a question to refocus the discussion on Tom's dilemma.

2. Encourage children to relate the problems presented in the story to events in their own lives. For example, a child participating in a discussion of Tom's dilemma might mention a family dog who ran away. The teacher might ask, "How did you feel when your dog did not come back?"

3. Look for opportunities to role-play proposed endings to the story. This helps children understand how they might feel if they were characters in the story. Role playing several alternative endings can help students see the consequences of their proposed solutions. A student who is taking only one perspective can be asked to portray another character and experience a different view.

4. Open new avenues of discussion and clarify student's ideas by changing the conditions of the original story. For example, the teacher might say, "What if Mike hadn't liked his dog very much? Would a new puppy be a good present or not?"

Evaluation studies of classrooms that use cognitive developmental approaches to affective education indicate that development is enhanced when teachers apply developmental principles to everyday classroom experiences. Teachers can use open-ended discussion as a means for resolving real dilemmas that occur naturally in class.

DEVELOPING MORAL REASONING

Many of the same practices used to encourage perspective-taking can be applied to the development of higher stages of moral reasoning in children.[2] In general, open-ended stories that present moral dilemmas are used to trigger classroom discussion. Dilemmas can arise out of real situations that occur in the classroom, involving issues of fairness, sharing, rule-making, etc. The content of the social studies curriculum is also an excellent source for moral dilemmas. American history and current events in particular present many moral dilemmas. For example, here is a fictional story that reflects events which may have happened on the American frontier:

> Back in the days of the American frontier, a young officer named Davis was stationed at Fort Courage. His wife and his three-month-old son were with him. One night, an Indian raiding party broke into the fort and kidnapped Davis' young son, Tim. after months of searching for Tim without success, the Davis family gave up hope. Actually, Tim had been adopted by an Indian family and was being raised in the Indian tribe.
>
> Years passed and, in the Indian custom, Tim was scheduled to go through a ceromony that would make him a full fledged adult member of the tribe. Tim's Indian father cam to him before the ceremony and said, "My son, before you go through this ceremony you should know that you are not really an Indian. You are the son of a soldier at Fort Courage. Your father and all white men are the enemies of our tribe. Now that you know the truth about your birth, you must make a choice. Will you remain with those who raised you, or will you go live with your real parents in the white man's world?
>
> What should Tim do? Why?

Here's another example of a dilemma. This one grows out of current events.

Mr. Thomas owns a large factory in a small town. Lately, people in the town have been complaining that Mr. Thomas' factory causes too much water and air pollution. The drinking water tasts foul and the air causes people's eyes to water. Mr. Thomas says it would cost too much for him to fix the factory and stop the pollution. He would have to close down the factory and, if he did, about 300 people would lose their jobs. Many townspeople say that Mr. Thomas should close down the factory if that's what it takes to stop the pollution.

What should Mr. Thomas do? Why?

The key thing for teachers to remember as they lead open-ended discussions is that the focus of the discussion is the REASONING behind the students' recommendations for action. In other words, it doesn't matter whether students think Mr. Thomas should close the factory or not. What matters is WHY they think he should do whatever they suggest. Students' reasons reflect their level of moral development. The classroom discussion should provide opportunities for students to hear moral reasoning at various levels.

A typical class will have students who reason on at least two different levels. Even without data indicating student levels, teachers can promote moral development through classroom discussions. Students need to hear their peers express reasoning and to be challenged on the reasons for their opinions.

SIMULTANEOUS PURSUIT OF MULTIPLE OBJECTIVES

One of the more important skills in social studies education is the ability to design units and lessons that combine objectives from each of the three domains of social studies: concepts from the social sciences (knowledge); (abilities); (skills) in a variety of areas; and the perspective (values) necessary for effective participation in a variety of groups.

Objectives from the social science goal areas (Citizenship, Economics, Natural Environment, etc.) form the substance or content of the social studies. Objectives related to gathering and organizng information, participatory skills, map skills, etc. represent a process for learning. Objectives related to values and perspective-taking represent the "social" side of the social studies. None of these objective areas was designed to stand alone. All three areas are based on theories of cognitive development. This makes it relatively simple to pursue multiple objectives within one lesson or set of lessons.

Essentially, KDES advocates a "menu" approach to instructional planning. Consider objectives from the concept goal areas as "column 1," objectives from the various skills areas as "column 2," and objectives from the perspective-taking area as "column 3." Your task is to plan a "balanced meal" for students including items from each of the menu columns.

NOTES

1. This story and the two dilemmas that follow were adapted from Lickona (1972) and Byrne and Selman (1972).

2. For more information about classroom practices to promote cognitive moral development see Galbraith and Jones (1976); Hersh, Paolitto, and Reimer (1979); Ladenburg and Shart (1978); MaHox (1975).

APPENDIX D

STUDENT PROGRESS SUMMARY CHARTS

Knowledge Objectives, 283

Skills and Values Objectives, 285

KDES SOCIAL STUDIES STUDENT PROGRESS SUMMARY CHART

YEARLY TERMINAL OBJECTIVES - KNOWLEDGE

STUDENT _____ D.O.B. _____

KEY: Not taught ☐ Partially learned ▨ Learned ■ * = Core Objectives

LEVEL	CITIZENSHIP	ECONOMICS	CULTURAL DIVERSITY	NATURAL ENVIRONMENT	HISTORY	SOCIAL DEVELOPMENT
1	*CIT 01 ☐	*ECO 01 ☐ ECO 02 ☐	CUL 01 ☐		HIS 01 ☐	*SOC 01 ☐ *SOC 02 ☐
2	CIT 02 ☐ *CIT 03 ☐	*ECO 03 ☐ ECO 04 ☐ *ECO 05 ☐		*NAT 01 ☐ NAT 02 ☐		*SOC 03 ☐
3	*CIT 04 ☐ *CIT 05 ☐	*ECO 06 ☐ *ECO 07 ☐ ECO 08 ☐ *ECO 09 ☐	CUL 02 ☐ *CUL 03 ☐ CUL 04 ☐	NAT 03 ☐		*SOC 04 ☐
4	CIT 06 ☐	*ECO 10 ☐		*NAT 04 ☐ *NAT 05 ☐ *NAT 06 ☐ NAT 07 ☐ NAT 08 ☐		
5	*CIT 07 ☐		CUL 05 ☐ *CUL 06 ☐		HIS 02 ☐ HIS 03 ☐ *HIS 04 ☐ *HIS 05 ☐ HIS 06 ☐ HIS 07 ☐ HIS 08 ☐	
6	*CIT 08 ☐ *CIT 09 ☐		*CUL 06 ☐	NAT 09 ☐	HIS 09 ☐ *HIS 10 ☐ *HIS 11 ☐	SOC 05 ☐
7	*CIT 10 ☐	*ECO 11 ☐	*CUL 07 ☐ CUL 08 ☐ CUL 09 ☐	*NAT 10 ☐		
8		*ECO 12 ☐ *ECO 13 ☐ ECO 14 ☐ *ECO 15 ☐				SOC 06 ☐
9	*CIT 11 ☐				*HIS 12 ☐	*SOC 07 ☐ SOC 08 ☐

KDES SOCIAL STUDIES STUDENT PROGRESS SUMMARY CHART

SKILLS AND VALUES OBJECTIVES

Levels of Instruction

Skills Objectives	Primary	Intermediate	Middle School
Map Skills	1 2 3	4 5 6	7 8 9
MAP 01 (L.1,2)	☐☐		
MAP 02 (L.2-9)	☐☐	☐☐☐	☐☐☐
MAP 03 (L.2-4)	☐☐	☐	
MAP 04 (L.4-9)		☐☐☐	☐☐☐
MAP 05 (L.1-4)	☐☐☐	☐	
MAP 06 (L.2,3)	☐☐		
MAP 07 (L.2,3)	☐☐		
MAP 08 (L.3-9)	☐	☐☐☐	☐☐☐
MAP 09 (L.1,2)	☐☐		
MAP 10 (L.2-4)	☐☐	☐	
MAP 11 (L.3-9)	☐	☐☐☐	☐☐☐
MAP 12 (L.4)		☐	
MAP 13 (L.4-6)		☐☐☐	
MAP 14 (L.6)		☐	
MAP 15 (L.2,3)	☐☐		
MAP 16 (L.3-9)	☐	☐☐☐	☐☐☐
MAP 17 (L.4-9)		☐☐☐	☐☐☐

Skills Summary Chart (con't) Student _____

Levels of Instruction

Skills Objectives	Primary	Intermediate	Middle School
Charts and Graphs	1 2 3	4 5 6	7 8 9
C&G 01 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
C&G 02 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
C&G 03 (L.4-9)		☐☐☐	☐☐☐
C&G 04 (L.5-9)		☐☐	☐☐☐
Time Related Skills			
TIM 01 (L.1-6)	☐☐☐	☐☐☐	
TIM 02 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
TIM 03 (L.3-9)	☐	☐☐☐	☐☐☐
TIM 04 (L.3-9)	☐	☐☐☐	☐☐☐
Cognition			
COG 01 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
COG 02 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
COG 03 (L.2-9)	☐☐	☐☐☐	☐☐☐
COG 04 (L.3-9)	☐	☐☐☐	☐☐☐
COG 05 (L.3-9)	☐	☐☐☐	☐☐☐
Problem/Solving Decision Making Skills			
PRB 01 (L.2-9)	☐☐	☐☐☐	☐☐☐
PRB 02 (L.2-9)	☐☐	☐☐☐	☐☐☐
PRB 03 (L.2-9)	☐☐	☐☐☐	☐☐☐
PRB 04 (L.2-9)	☐☐	☐☐☐	☐☐☐
PRB 05 (L.2-9)	☐☐	☐☐☐	☐☐☐

KDES SOCIAL STUDIES STUDENT PROGRESS SUMMARY CHART

SKILLS AND VALUES OBJECTIVES

Levels of Instruction

Skills Objectives	Primary	Intermediate	Middle School
Map Skills	1 2 3	4 5 6	7 8 9
MAP 01 (L.1,2)	☐☐		
MAP 02 (L.2-9)	☐☐	☐☐☐	☐☐☐
MAP 03 (L.2-4)	☐☐	☐	
MAP 04 (L.4-9)		☐☐☐	☐☐☐
MAP 05 (L.1-4)	☐☐☐	☐	
MAP 06 (L.2,3)	☐☐		
MAP 07 (L.2,3)	☐☐		
MAP 08 (L.3-9)	☐	☐☐☐	☐☐☐
MAP 09 (L.1,2)	☐☐		
MAP 10 (L.2-4)	☐☐	☐	
MAP 11 (L.3-9)	☐	☐☐☐	☐☐☐
MAP 12 (L.4)		☐	
MAP 13 (L.4-6)		☐☐☐	
MAP 14 (L.6)		☐	
MAP 15 (L.2,3)	☐☐		
MAP 16 (L.3-9)	☐	☐☐☐	☐☐☐
MAP 17 (L.4-9)		☐☐☐	☐☐☐

Skills Summary Chart (con't) Student _____

Levels of Instruction

Skills Objectives	Primary	Intermediate	Middle School
Charts and Graphs	1 2 3	4 5 6	7 8 9
C&G 01 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
C&G 02 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
C&G 03 (L.4-9)		☐☐☐	☐☐☐
C&G 04 (L.5-9)		☐☐	☐☐☐
Time Related Skills			
TIM 01 (L.1-6)	☐☐☐	☐☐☐	
TIM 02 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
TIM 03 (L.3-9)	☐	☐☐☐	☐☐☐
TIM 04 (L.3-9)	☐	☐☐☐	☐☐☐
Cognition			
COG 01 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
COG 02 (L.1-9)	☐☐☐	☐☐☐	☐☐☐
COG 03 (L.2-9)	☐☐	☐☐☐	☐☐☐
COG 04 (L.3-9)	☐	☐☐☐	☐☐☐
COG 05 (L.3-9)	☐	☐☐☐	☐☐☐
Problem/Solving Decision Making Skills			
PRB 01 (L.2-9)	☐☐	☐☐☐	☐☐☐
PRB 02 (L.2-9)	☐☐	☐☐☐	☐☐☐
PRB 03 (L.2-9)	☐☐	☐☐☐	☐☐☐
PRB 04 (L.2-9)	☐☐	☐☐☐	☐☐☐
PRB 05 (L.2-9)	☐☐	☐☐☐	☐☐☐

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